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ABSTRACT

This special issue of the newsletter "BEOutreach" focuses on the theme of family literacy program design and implementation. Articles address these topics: the influence of language and literacy on relationships within families and between families and schools; innovative approaches to family literacy that emphasize excellence; examples of effective program implementation in California communities, including a program in parenting and literacy, a rural program for both Spanish and English speakers, and one for migrant parents; designing instruction for adults in basic literacy instruction; an adult literacy project for recent immigrants, conducted in cooperation with Mexico; critical issues in literacy education for bilingual adults; trends in state and federal policy; intergenerational story-telling; a life skills curriculum in sheltered English; and a study of Korean parental attitudes toward bilingual education. Reviews of new materials and publications, professional notes and announcements, and a story are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Family Literacy: Building a Partnership Among Families, Communities, and Educators

BEOutreach
A News Magazine from the Bilingual Education Office

Theme Issue (v5 n2 Fall 1994)

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BEOutreach
A News Magazine from the Bilingual Education Office

Family Literacy: Building a Partnership Among Families, Communities, and Educators

Recent educational reform initiatives have begun to include families and communities among the partners with whom educators need to work if efforts to improve schools are to succeed. For example, the U.S. Congress added an eighth goal to the Goals 2000: Educate America Act:

> By the year 2000 every school will promote partnerships that will increase parental involvement in promoting the social, emotional, and academic growth of children.

State and local educational agencies throughout the United States are developing plans for implementing policies and programs designed to achieve the eight goals. One of the key words in the Goal number 8 is *partnerships*. If partnerships are to be successful, the parties must have equal opportunities to become partners *and* equal access to resources to influence the partnerships' decisions and actions. In the past parents and community groups have not been equal partners in the schooling process. Although they may have been consulted or involved in planning and implementing educational programs, they have not been regarded as indispensable collaborators. In other words schooling could go on without the involvement of parents and other individuals and agencies in the community. The involvement of linguistically and culturally diverse families has been particularly limited, primarily because educators have not had the knowledge of non-English languages and cultures required for initiating and nurturing partnerships.

In the classroom teachers have discovered that cooperative learning works when the members of cooperative groups are *positively interdependent*—that is, when the group's task can be achieved only with the contributions of each team member. Alexandre Dumas described this phenomenon as "All for one, one for all." Like a cooperative group, the educational system works best when its members—families, communities, and educators—must depend on each other to educate students. However, positive interdependence does not exist naturally in a group effort. Teachers must build it into the group's unique power dynamics to ensure that preexisting unequal relationships do not prevail and thereby undermine each group member's right to influence the outcome of the group effort.

This issue of *BEOutreach* provides illustrations of successful collaborations among families, communities, and educators. The articles offer examples of how the partners can learn from each other and thereby strengthen their role in the educational process. As Peter Senge points out in *The Fifth Discipline* (Bantam Doubleday Dell Publishing Group, 1990), a system works best when its people are committed to becoming lifelong learners who collaborate to make changes—even when the changes are painful. One of the underlying principles in the articles in this issue is that when parents, community members, and educators realize that no one part of the educational system can function alone successfully, they are ready to experience the new learning and growing pains that are part of a healthy partnership. The reward for their collaborative effort is an educational system that is more responsive to more of its constituents.

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Message from the Editor

During the five years of publishing *BEOutreach*, staff at the Bilingual Education Office have taken great pride in developing and disseminating information that is useful to educators of linguistically and culturally diverse students and their families. But, of course, anything of value is usually a collaborative effort, and we want to express our thanks to the many people who make *BEOutreach* possible. First, we are grateful to our readers for encouraging us to publish in-depth stories that are anchored in sound research, theory, and practice. Next, we thank our authors for contributing their expertise and time. And finally, we deeply appreciate the editors, artists, and typesetters of staff of the Department's Bureau of Publications whose extraordinary skills make the magazine highly readable and artistically attractive.

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Language, Literacy, and Everyday Lives: Diverse Families, Common Themes

Language and literacy profoundly influence the relationships among family members and the relationships between families and schools

By Gail Weinstein-Shr

Imagine this scenario:

The anti-immigration backlash in the United States has expanded beyond attacks on the immigrants themselves to attacks on the professionals who serve them. We educators who sympathize with the immigrants are forced to leave the U.S. with our families. Somehow, we end up in Laos. Glad for our lives, we take what we can get. The only work available is on the lowland rice farms. Our academic training has not prepared us well. Because of our flabby upper arms and our inexperience, we plant slowly and get very low wages. We can only hope that things will get better when we learn the Lao language so that we can get better jobs.

I imagine my daughter Hannah going to school. Of course, Lao is the language of instruction. There are times when she doesn't understand the school assignment. Neither do I. After long days outdoors I am lucky to have a slot in overcrowded adult classes for LLP (limited-Lao-proficient) adults, where I learn the essential vocabulary of farm implements. Hannah hangs out with some Lao kids. She wants to fit in. Soon she talks to me in Lao. I ask her to translate some of the papers I receive from her school, but she teases me, saying that she does not understand English any longer. Some of her older schoolmates seem, indeed, to have forgotten English.

If I were to find myself in Laos with my family, what would I want for Hannah, for my husband, and for myself in this new life? How could my adult classes, Hannah's school classes, or family classes contribute to making that new life? What would our Lao neighbors want? What would any of us want? For natives or immigrants in Laos, in the United States, or in any other place, the degree to which families can provide support, sustenance, and guidance to their members has an enormous impact on the members themselves and on the communities to which they belong.

In this article readers are invited to peek into the lives of families in multilingual communities, focusing on the role of language and literacy in influencing family members' relationships with one another and the educators who work with them. Only by understanding uprooted families can we create programs that take into account the resources the families provide and the circumstances that underlie their needs. It is not only possible but imperative for language-minority groups themselves and for educators to provide programs that strengthen rather than divide families, fostering within them a haven for members to cope with a world of uncertainty and change.[1]

Human Diversity: The Splendid Tapestry

Refugee and immigrant adults are as diverse as the countries they come from and the circumstances that brought them to the United States. Ethnic groups that may seem homogeneous can be extremely diverse in a number of ways. Linguistic diversity is one obvious way. Latin Americans, for example, may come from any number of countries and may speak Spanish as a first or second language. Although Peruvians and Puerto Ricans may both speak Spanish as a native language, the varieties they speak may be so different as to impede intelligibility.

Second, rural and urban differences often accompany educational differences. The first wave of Vietnamese, Cambodian, and Cuban refugees, for example, consisted of university-educated city dwellers; later arrivals were farmers who had little formal education. Different experiences with education result in the refugees having very dissimilar tools for adapting to life in the United States. Religion is yet another source of difference. Among the Chinese some are Christians, some are Buddhists, and others are atheists. Such differences have profound implications for how educators respond to immigrant groups and design educational programs to meet their needs. (Note: Handbooks on many of the largest language-minority groups in California are available from the Bureau of Publications, California Department of Education. They are described in the publication *Annotated List of Publications in Bilingual Education*, shown on page 41 of this issue of *BEOutreach.*)

(Continued on page 4)

The material in this article is excerpted from "Learning from Uprooted Families," written by Gail Weinstein-Shr and printed in *Immigrant Learners and Their Families: Literacy to Connect the Generations*. Edited by Gail Weinstein-Shr and Elizabeth Quintero. Washington, D.C., and McHenry, Ill.: Center for Applied Linguistics and Delta Systems Company, Inc., in press.

[1] Please note that the terms *language minority* and *immigrant* are both imperfect but are the most useful ones available for this discussion. Some speakers of other languages outnumber English speakers in their communities, making the notion of "minority" problematic. The term *immigrant* does not accurately describe the 24 percent of all adults in the U. S. with limited-English proficiency who were born here. Some speakers of other languages can trace their ancestry back to a time before the arrival of Columbus. Perhaps the most accurate term would be *families from bilingual and multilingual communities*. The term is cumbersome, however. The reader is asked to indulge the author with acceptance of the imprecision of the terms adopted for this discussion.

Educators Need to Learn Strategies for Establishing Home-school Ties That Strengthen the Family Unit

(Continued from page 3)

Different Families; Common Themes

Although diversity exists among refugees and immigrants, three common themes emerge as children and adults manage life in their new setting: survival, communication, and power or authority. External stresses in general and intergenerational stresses in particular characterize family life for all people in rapidly changing societies. For language-minority families, however, language and literacy play an especially poignant role in complicating the challenges of modern life. The themes are based on the author's work with refugees and immigrants in Philadelphia through Project LEIF (Learning English through Intergenerational Friendship). The project is an intergenerational tutoring program in which college students tutor refugee elders in English. Although the descriptions are drawn primarily from experiences with Southeast Asian refugees, these themes reflect the needs and experiences of many other ethnic groups as well.

Survival

Soldiers come, we run always run. I have my baby inside. I run. Baby come out. I can't rest. My family, we hear guns. I run with baby. When we not run, baby dead. Five my children die from Khmer Rouge in my country.
— Cambodian woman

Refugees who have succeeded in coming to the United States are here against all odds. Leaving their countries often meant surviving by physical endurance, sheer wit, and enormous will. For example, it is rare to find a Cambodian who has been spared the death of a family member by murder or starvation during flight. If refugees were indeed the "helpless peasants" that they are sometimes made out to be, they would not be here. They would be dead. Those who have made it to the United States are here because they are survivors.

The same survival resources that enabled people to escape under desperate conditions often serve them well as they adapt to life in a challenging new setting. Some of the ways of coping include reliance on traditional kin networks or creating new kinds of families or cooperative groups for business or child care. There are countless examples among refugee, immigrant, and migrant groups illustrating the remarkable adaptive resources that can be tapped and mobilized for managing difficult circumstances as well as for solving language and literacy related problems. An important challenge faced by many immigrant families is the need to maintain communication among children, parents, and grandparents.

Communication

I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Chinese. I think every language is useful!
— Susan Yin, in Weinstein-Shr (1992)

For uprooted families, whether migration is forced or voluntary, resettlement in a place where a different language is spoken profoundly affects newcomers' roles and interpersonal relationships. The experiences of Project LEIF participants provide examples of these changes. One tutor recounted his change of perspective when he asked his quiet, serious tutee, "Were there open-air markets in your homeland?" Her grandson translated her answer, in which she told of how she would gather with women friends to eat and chat, spending many pleasant afternoons in the marketplace. Until then her tutor had not imagined her as the bubbly, sociable, talkative person she must have been in her native setting.

Changes in native language use have important consequences for family life in the United States. One Hmong woman lamented that when her children's native language weakened, elders were unable to tell them important traditional stories. The degree to which children feel connected to their own past has important consequences for their groundedness in the present. Some immigrant groups establish formal efforts to retain oral and written command of their native language and culture. For example, many Chinese pay to send their children to Chinese language schools on weekends.

Because of more opportunities to hear, study, and interact in English, children learn the language of their new home much more quickly than do their parents or grandparents. As a result adults must often rely on children for solving language- and literacy-related problems. Parents of school-age children must rely on children to decipher communications from school, thereby raising the third theme that repeatedly emerges in the stories of newcomers—power and parental authority.

Power and Authority

I have ears, but I am deaf! I have a tongue, but I am mute! — Chinese elder, on life in an English-speaking neighborhood

What happens when children are the translators, the decoders, the messengers for their families? In Project LEIF a tutor noted in his log that he wondered who was in charge when he found posters glorifying heavy-metal musicians scattered throughout the home of his elder tutee. In a second case a Lao teen sabotaged his mother's efforts to learn English by disrupting her English lessons and repeatedly telling her that she was too old to learn. Another tutor

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Working with Families Involves Asking the Right Questions

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reported that when she called her Vietnamese tutee on the phone, the woman's son hovered on the line—as if English had become his domain to supervise and control. When this woman could not solve a problem, she let it go unaddressed rather than ask her children.

The issues of power and authority have an important impact on schooling. Often frustrated by not being able to help their children with their schoolwork, parents are fearful of appearing stupid to their children. Even when the children are willing to be helpful, parents report their shame in having to depend on them.

Power shifts that occur because of problems in communication can be as uncomfortable for children as they are for adults. When Asian teenagers were asked to give advice to teachers at a local conference, one response was particularly poignant. "Please," commented a young Vietnamese man, "if I translate for you when you talk to my mother, don't look at me. Look at her when you speak." In the way that educators interact with family members, they can either support or, unwittingly, undermine the family unit. For educators to work effectively with families, they need to become knowledgeable about the dynamics of culturally diverse families and strategies for building harmonious links between schools and families.

New Lives; Strong Families

If any of us were to end up in Laos, we would surely want our children to do well in school. But that is not all that we would want. Would we be successful learners of Lao? Would our children forget the English or refuse to speak it? To what extent, with our limited Lao, would we be able to guide, discipline, and protect our children and take care of our aging parents? The degree to which families can provide support, sustenance, and guidance to their members has an enormous impact on the family members themselves as well as on the communities in which the families reside. If educational programs for immigrant families are to be successful, we must seek answers to important questions: How are the families similar to or different from one another? What resources do they bring? What needs do they have?

An important challenge faced by many immigrant families is the need to maintain communication among children, parents, and grandparents.

What tools can educators use to discover needs and resources on an ongoing basis? To what extent do language and literacy programs address the key themes of survival, communication, power, and authority?

When families provide haven and security for their members, adults and children are in a better position to take care of themselves and one another. Educators and families have much to gain from the prospect of interdependent families whose members thrive in synergy. Furthermore, families in multilingual communities are like a treasure chest of linguistic and cultural riches. It is through families that culture is first transmitted and values are taught that our life journeys are made manageable and worthwhile. The work of educators can either tap and nurture these riches or preside over their rapid demise. The thoughtful development of family literacy efforts can play an important role in determining which of these roads, as a nation, we choose to travel.

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About the Author

Gail Weinstein-Shr first became interested in the role of language in family life through her research on literacy among Hmong refugees and then through her work setting up Project LEIF, an intergenerational tutoring program for Southeast Asians and Latinos in Philadelphia. She now explores these issues with graduate students at San Francisco State University. Her writings include a guest-edited issue of *TESOL Quarterly*, Vol. 27 (1993), that addressed the theme of adult literacies and *Stories to Tell Our Children* (Heinle and Heinle, Inc., 1992) and *Immigrant Learners and Their Families: Literacy to Connect the Generations*, soon to be published by Delta Systems Company, Inc.

Setting Standards of Excellence: Innovative Approaches and Promising Practices in Family Literacy Efforts

By Heide Spruck Wrigley

By the year 2000 very school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.—Goal 8 (Goals 2000: Educate America Act)

At a time when family literacy is part of the national agenda, educators need approaches and models that spark the imagination and broaden their vision of the possibilities of family literacy programs. Two major forces shaping family literacy efforts are (1) a movement toward greater innovation and experimentation inspired by the philosophy of participatory education and the tenets of a learner-centered curriculum; and (2) an emphasis on standards and an increasing concern with the quality of educational programs. Although these forces may appear contradictory, they can be integrated through a collaborative approach that considers the concerns of all stakeholders, primarily the families to be served, and the establishment of standards as a positive challenge that allows innovative projects to put forth their ideas for educational excellence.

This article proposes a framework for the kinds of standards that literacy educators may want to consider when deciding what counts as a quality program and offers promising practices from the field that can lead to the establishment of such standards.

Linking Family Literacy and Community Change

The participatory education movement asks family educators to share decision making with the adult learners and commit themselves to facilitating community change (Auerbach, 1993). Influenced by this movement, family literacy projects are increasingly involving parents at all levels of the project: determining needs and selecting appropriate program components, designing the curriculum, identifying issues to be addressed, and, most importantly, making substantive decisions about program design, content, and structure.

Building on the Strengths of the Learners

As with adult education in general, family literacy projects exist on a continuum of literacy practices that stretch from very little learner involvement to ownership of the project (Wrigley, 1993). Somewhere in the middle of this continuum are learner-centered projects that take the learners' needs and concerns as a starting point and strive to involve them in making decisions about the curriculum. These projects try to get a sense of the circumstances in which families use (or would like to use) English and literacy and then involve the families in broadening the range of literacy practices they have established.

Examples of such projects include learner-produced newsletters and biographies, collections of poems and photographs, advice columns like the Dear Abby column, and puppet shows and plays. In some cases programs develop both literacy and literature projects, inviting family members to share folktales, stories, poems, and photographs with each other and with other families, especially those from other countries. Some stories are written in English; others are quite often rendered in the mother tongue of the learners. Some of these programs have also recognized that adults and elders can act as a source of cultural transmission that links the generations through literacy (see Weinstein-Shr, in press). Others seek to connect the literature of minority groups with mainstream literature through family-centered literacy fairs, book parties, or reading clubs.

In some learner-centered projects, families get involved in collaborative projects that strengthen the participants' literacy abilities but do not focus on these skills per se. For example, a project in Seattle, Washington, obtained a small grant to refurbish its facility, which had suffered from neglect. Families in the project worked together for several weeks on projects that included painting rooms, setting up a kitchen, and putting in a garden. Projects of this type exemplify learner participation and show respect for the adults' abilities to take charge no matter what their language and literacy background.

Standards and Innovation

Because the issue of standards is being addressed from kindergarten to the adult level, family literacy projects will also be asked to define quality and set benchmarks for project outcomes. Many literacy projects have started to examine what counts as success from the perspective of various stakeholders and probe the conditions that promote or inhibit such success. These projects define success in terms of both processes (inputs) and products (outcomes), seeking to link the two factors through innovative approaches to curriculum development, learner assessment, and program evaluation (*Assessing Success in Family Literacy Projects*, 1994).

For standards to work they must to be supported by all stakeholders in the project. Thus, standard setting needs to be a collaborative effort not only within the project but with other projects and service providers. Unfortunately, the national movement to set standards for family literacy and parent involvement is proceeding

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Standards Should Involve Collaboration Among Learners and Staff

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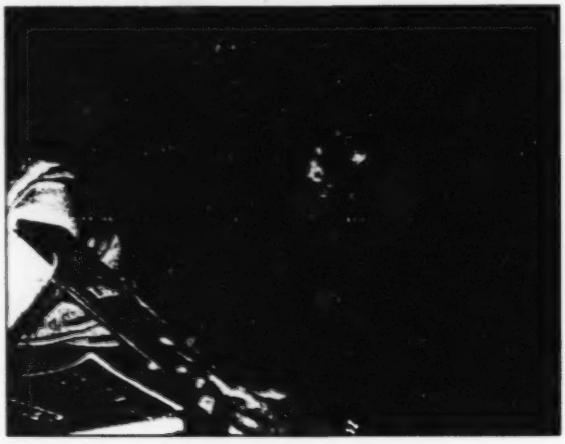
without much participation from the field. Rigg (1994) points out that recently published standards, such as those developed by the National Center for Family Literacy, are problematic because they represent a deficit view of families and they have been developed from the top down, ignoring what staff and learners themselves consider important.

Standard setting also demands access to the models that have been developed elsewhere and knowledge of the strategies that programs with similar constraints have used. Most family literacy projects are fairly new and do not yet have the capacity to establish and attain elaborate, comprehensive standards. Thus, establishing high-quality projects requires support and technical assistance from funding agencies so that standards can be met (Rigg, 1994).



Five Kinds of Standards

To help ignite sparks of innovation, the next section describes five kinds of standards for a literacy project: process standards, opportunity-to-learn standards, implementation standards, curriculum standards, and outcome standards. Promising practices from field experiences are presented that either reflect those standards or can lead to the establishment of similar standards. This framework is very tentative and is not meant for adoption or duplication. Rather, it is offered as a starting point for discussions on quality, innovation, and recognition of excellence in family literacy projects.

1. Process Standards

Process standards outline the activities that a project undertakes to support participants and staff, ensure participation by all stakeholders, build collaborations, and implement a quality project. In discussing these standards, participants might outline the underlying principles that should shape such processes as outreach, needs assessment, curriculum development, staff selection, teacher education, learner assessment and placement, and evaluation. Process standards should be set as part of the development of a shared vision among the participants about what the project is and in what direction which they would like it to go.

Many projects have found that the vision cannot be developed from the outside. Nor can it be effective if, once formulated (as part of a mission statement, for example), it is then abandoned. A shared vision often emerges only after the project has been in operation for a few months and all stakeholders have a better sense of the direction that the project might take, given the profile of the learners, the realities of daily operations, and the policy constraints that the program faces.

Promising practices. To involve learners in decision making, bilingual facilitators often meet with learners in small groups (or one-on-one) to get feedback on what is working and what is not and discuss the direction the project might take. Some communities have developed processes that maximize collaboration among several projects involved in literacy. For example, the Refugee Women's Alliance in Seattle uses bilingual staff from many agencies to help identify needs and concerns of immigrant parents. Many learner-centered projects have developed processes that invite learners to choose literacy themes (often from a list or units already developed by the staff) or suggest topics to be discussed with outside experts. Examples may include such topics such as gangs, AIDS, or domestic violence or such themes as schooling, employment, housing, or citizenship.

2. Opportunity-to-Learn Standards

Opportunity-to-learn standards outline the support that a project provides so that all eligible families, regardless of language or literacy background, can fully participate and gain a sense of satisfaction or achievement. Opportunity-to-learn standards help ensure that parents who need transportation or child care are being served and that nonliterate parents are provided with a curriculum that capitalizes on their strengths. These standards also help ensure that bilingual support is provided so that lack of English does not become a barrier to participation in the project.

Promising practices. Opportunity-to-learn standards include practices related to outreach to potential learners, assessment, and counseling and support. In the area of outreach, projects are moving toward user-friendly ways of informing people. Instead of sending fliers home to parents or posting notices, the projects are trying to make personal contact with families in person or by telephone and are using bilingual personnel to conduct a needs assessment that helps determine when and where

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Standards Reflect the Vision of the Project as Seen by

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classes will be offered and what subjects will be addressed. These projects have learned that access to user-friendly, culturally appropriate services is a key factor in helping hard-to-reach learners to participate. To provide such access, the Family English Literacy Project in the Lincoln Unified School District, Stockton, California, offers its project in a Cambodian housing project where most of the potential learners live. Because the project operates in one of the empty apartments, child-care difficulties are minimized, and transportation problems are eliminated. (For more on the Lincoln project, see the article on pages 11–12 of this issue of *BEOutreach*.)

Projects that serve parents who have had little experience with formal schooling often seek to provide learning opportunities that are not dependent on traditional forms of literacy, at least not initially. For example, the Ravenswood Family English Literacy Project in East Palo Alto, California, sponsored a field trip to Casa Zapata at Stanford, where learners had the opportunity to see a collection of murals depicting Chicano themes. **Jose Antonio Burciaga**, artist in residence at Stanford, took families on a tour and explained the history and mythology behind the scenes. The parents then reflected on the role that language, biliteracy, and culture play in their own lives and developed poems and stories that were published in the project's newsletter.

3. Implementation Standards

Implementation standards help participants create a project design that is appropriate, given the overall vision and characteristics of the local context. The standards are driven in part by the needs and goals of the learners and in part by the capacity of the project and its staff. The standards are also shaped by the expectations of the funding agency. Implementation standards might describe the kind of components a good project should offer and the rationale for including them as well as the purpose of each component. The standards might also describe how the components are linked together to form a design that is coordinated, coherent, and integrated.

Implementation standards can also deal with how to build and maintain the capacity of a project to deliver quality services, perhaps outlining desired qualifications for coordinators and staff and specifying that at least part of the teaching force be full time. In essence, while process standards outline *how* an agency will go about building a strong program, implementation standards outline *what* will be in place to help ensure program quality.

Home visits offer personal attention to family members and allow project staff to find out firsthand about the needs and concerns of particular families and establish a trusting relationship with them.

Promising practices. Although the components vary among projects, most family literacy projects include language and literacy instruction, parenting workshops, and some form of intergenerational activities. Increasingly, however, projects are adding other components, such as mathematics instruction, citizenship classes, and computer-related technology. For example, the family literacy project in the Sweetwater Union High School District, Chula Vista, California, offers a citizenship preparation class with bilingual support for its Spanish-speaking parents and has introduced a computer component that uses laptop computers that parents can take home. Parents use the computers to work on mathematics problems or word processing with their children or develop their keyboard skills.

Home visits represent another promising practice. Interacting with project staff in their homes, parents gain access to literacy that is not dependent on attendance at a school or at a center. Home visits also offer personal attention to family members and allow project staff to find out firsthand about the needs and concerns of particular families and establish a trusting relationship with them. Field trips for the whole family are also commonly offered. Project PALS, a family literacy project in New York City, uses public transportation to help families become aware of the city. Many of the children have never been beyond the immediate neighborhoods, and even escalators present a new experience for many homebound parents.

4. Curriculum Standards

Curriculum standards identify the content and learning opportunities that the project will provide so that participants can deepen their knowledge, increase their skills, and broaden the range of strategies they use to communicate and interact with print. The standards identify *topics* that might be dealt with in the project, the *rationale* for including them, and the *approaches* that will be used in teaching them. Topics chosen by parents and staff might be such things as learning culturally appropriate ways of supporting children's language acquisition and literacy development; understanding and influencing the school system; comparing parents' and children's

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Individual Learners, Families, and Service Providers

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rights across cultures; developing effective ways of communicating with teenagers; getting acquainted with U.S. consumer laws; and protecting families against danger (violence, drugs, gangs, pesticides, disease).

Curriculum standards help staff develop a consensus on the educational rationale or philosophy that guides the instructional program (e.g., whole language, participatory, or functional context). The curriculum also includes the teaching approaches that will be used for developing language and literacy. For example, a project may teach communication skills for both survival and empowerment and may include various forms of literacy—informal versus bureaucratic, essays versus letters. Curriculum standards may also address the kind of literature parents and children will be introduced to and the various ways in which they express thoughts, feelings, and ideas. (See the article by Rose Lee Patrón on intergenerational stories in multicultural families on pages 37–38 of this issue of *BEOutreach.*)

As for curriculum design, standards might suggest that the curriculum take into account the fact that, because of other demands on their time, most adult learners cannot attend literacy classes regularly. Thus, many innovative projects have adopted an approach in which teachers design self-contained units that can be dealt with in short periods of time.

Promising practices. As is true of the other standards, curriculum standards reflect the vision of the project and represent some of the best practices in the field. One promising practice provides opportunities for families to support and learn from each other. For example, a number of literacy projects involve family members working together to produce and publish materials to be shared with other families in the project or in the wider community. Published materials include recipe collections, class biographies, oral histories based on interviews, and guides to family resources in the community.

Some projects focusing on literature introduce children's literature to the families (in English or the mother tongue or both). They often invite parents to design and produce books for their children. In other projects parents share their thoughts, wishes, and desires in dialogue journals or write a weekly newsletter that contains everyone's news of the week (see also Nash and others, 1992).

Other standards emphasize authentic communication (as opposed to pattern practice or memorized dialogues). For example, in some projects the curriculum includes examples of communication problems that are turned into role-playing, skits, or case studies. To provide additional opportunities to interact with people from various backgrounds, projects often invite speakers to the classroom to address specific topics. Experts might include police officers, representatives from gang-prevention units, public health nurses, or judges from the local court system.

The curriculum standard that requires learner involvement and participation is increasingly reflected in the use of technology. For example, in the El Barrio Popular Education Program in New York City, students have designed, scripted, and produced their own *foto-novela* that illustrates the concerns families have about U. S. schools.

5. Outcome Standards

Outcome standards outline the principles that should be followed in establishing and assessing project results. In addition, they often identify the actual objectives that should be met by each project. All the other standards discussed thus far focus on project inputs, emphasizing what projects might do to ensure that all families have access to quality services and a chance to learn worthwhile things. However, outcome standards focus on project outputs by identifying goals and suggesting ways in which project results (intended and unintended) may be measured and evaluated. Because the goals of most innovative family literacy programs are broad in scope, defining outcomes solely in terms of individual learner achievement seems much too limiting. Given the complexity of family literacy projects, outcome standards must focus on the different spheres that literacy projects seek to influence: the individual learner, the family, and the community of service providers. These three kinds of outcome standards are described as follows:

a. ***Individual participant outcomes.*** Standards for participant outcomes describe the changes in knowledge, skills, and strategies that individual learners might experience, such as increased skills, a broader range of literacy practices, greater knowledge of community resources, and enhanced confidence and ability to

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Projects Need Support of Policymakers Concerned with Quality

(Continued from page 9)

confront literacy demands—whether in English or in the mother tongue. In terms of communication skills, such outcomes may reflect *English for survival* (the traditional refugee focus) as well as *English for empowerment*, including the language and literacy skills needed to advocate for one's children in the schools.

b. ***Family outcomes.*** Standards with this focus highlight the changes in interactions that might take place in families as a result of participation in the project. They might also describe the changes that have taken place among families, providing evidence of families using literacy to connect the generations or employing their newly found skills to link with families from other language backgrounds through potluck meals, swap meets, or cooperatives.

c. ***Community outcomes.*** These standards outline the impact that the project might have on the various stakeholders involved in the project. The standards might describe the influence that various service providers have had on participating families and the level of satisfaction that these families have expressed with the providers. Other outcomes may relate to the effect the project has had on communitywide efforts to improve communication with and be more responsive to linguistically and culturally diverse families.

One of the most difficult tasks faced by most projects is developing a consensus on appropriate and worthwhile outcome standards. To deal with this challenge, some literacy projects have started to involve teachers and learners in discussing the vision of their project, ways to achieve the vision, and strategies for determining the extent to which the vision is being realized. In that view the essence of a family literacy project unfolds as it is implemented rather than being defined by rigid, detailed objectives written before the project begins, with little input from the learners.

Conclusion

Innovative projects often rightly fear that the federal push toward standards and accountability will throttle innovation and restrict experimentation. This danger is indeed real if standard setting is left to those not intimately involved in projects or those with little imagination. In a field as new as family literacy, efforts to set outcome standards are also doomed to failure unless they are linked to concerns about access, program quality, and funding equity. However, a standards-driven system can succeed if such standards are informed by proven practices and if policymakers are serious about supporting quality and innovation. As legislative pressures to establish performance outcomes grow, educators must work together to articulate their hopes and expectations and fight for standards that reflect the best that the field can offer to the families and the communities it serves.

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About the Author

Heide Spruck Wrigley is a private consultant in second-language education, including curriculum and teaching, assessment and evaluation, research and policy analysis. She is associated with Aguirre International, San Mateo, California, where she was part of the research team that carried out a national study on innovative programs and promising practices in adult literacy for second-language learners. She is the author of several books and articles, including *Bringing Literacy to Life* (Dominie Press, 1994), a handbook for practitioners and administrators involved in literacy programs for second-language learners.

Implementing Family Literacy Projects: Three Examples of Promising Practices from the Field

Family literacy projects are designed to improve the relationships among children, parents, and educators. Participants in the projects are strikingly diverse in their family characteristics, linguistic and cultural backgrounds, community demographics, and reasons for participating. To meet the challenges presented by that diversity, educators adapt various program models to the projects.

The three project descriptions that follow are presented to illustrate some of the diversity that is represented by the growing network of family literacy projects. Project Bridges, located in Stockton, California, is funded by ESEA, Title VII; the Corning Even Start Project, administered through the Tehama County Office of Education, Red Bluff, California, is funded by ESEA, Chapter 1; and Project MEES, operated by the Carpinteria Unified School District, Carpinteria, California, is funded by ESEA, Chapter 1, through the Migrant Education Office. These projects were selected for publication because they are diverse according to funding source, language groups served, and geographical location.

For more information about the family literacy programs described here, readers are encouraged to contact the project staff identified in the articles. Information about other projects in California is available from consultants in the California Department of Education: Migrant Education Even Start, **Maritza Giberga**, (916) 657-3591, and **Adriana Simmons**, (916) 666-1977; Family English Literacy (ESEA, Title VII), **Daniel Holt**, (916) 657-3837; and Even Start Family Literacy (ESEA, Chapter 1), **Sallie Wilson**, (916) 654-6369.

Project Bridges in Fourth Year in the Lincoln Unified School District in Stockton, California

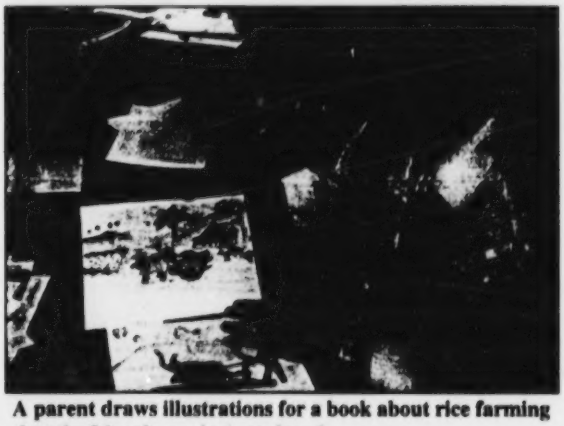
Family literacy project provides community-based services to Cambodian and Vietnamese families

By Kevin Clark

From the outside it looks like just another apartment in the sprawling complex that is home to more than 200 Cambodian families. But on the inside are the makings of a dynamic and innovative family literacy project that has for more than three years taught Cambodian and Vietnamese refugees everything from understanding the U.S. school system to learning how to call a plumber.

The project is funded under the ESEA, Title VII, Family English Literacy Program (FELP), administered by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education. The FELP program provides literacy and parenting education to language-minority parents. Besides meeting the needs of the parents themselves, the program focuses on strengthening parents' ability to support their children's education.

Located in a Stockton, California, neighborhood that has attracted hundreds of immigrants and refugees, Project Bridges has become part of this community. Staffed by a coordinator, two half-time English-as-a-second-language (ESL) teachers, a community outreach worker, a primary language assistant, and a clerk, the project has touched the lives of hundreds of Cambodian and Vietnamese adults in the Lincoln Unified School District by coordinating the components of English literacy, life skills, parent training, self-esteem improvement, and community service referral.



A parent draws illustrations for a book about rice farming that the Lincoln project produced.

Origins of the Project

Ann Howard, coordinator of the FELP project, has been with the

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Project Bridges Curriculum Focuses on Learners' Personal Stories

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project since its inception nearly four years ago. Reflecting on the origin of Project Bridges, she says it grew from a sense of need within the Cambodian community and the local schools, which reported that many newly arrived Southeast Asian immigrants were having trouble adapting to American schools and culture. Cambodian parents related that they felt unsure of what to do for their children and how they could help their students achieve in a new, unfamiliar school system.

In the planning stages of the original grant, staff and school officials decided to locate the project office and classrooms in the apartment complex where a majority of the immigrants live. Howard says that this physical proximity to the learners and their families has made a significant difference in the project's success. "They count on us as a place where they can come to not only learn English and other life skills but where they can come anytime for help," she says. "When problems or needs arise, this is the place they come because they feel safe."

The learners' stories are often touching and sometimes sad portrayals of life in their home country during times of war and uncertainty.

The project currently serves about 50 adult learners, most of whom are Cambodian and who live in the surrounding apartments. The project also features ESL classes at a local high school, mostly for Vietnamese learners who live in surrounding areas. At both sites staff use an eclectic blend of published and project-developed curricula. One particularly effective part of the curriculum is the writing and publishing of the learners' personal stories. These stories are often touching and sometimes sad portrayals of life in their home country during times of war and uncertainty.

Learning from the Learners

Samphan Ros, community outreach worker for the project, says that the learners' willingness to share these deeply personal stories is one of the many positive outcomes of the project. "We've been able to establish a trust level with our learners," she says. "But it's been a lot of work." Ros, also from Cambodia, emphasizes the importance of being able to relate to the learners and their lives, in their native country and in the United States. Along with Ros, the project also employs **Chhleav Chan** and **Sreypeou Sun**, both from Cambodia.

Sun, the project clerk, says that her own experiences and knowledge of the learners experiences have been invaluable in gaining and maintaining their trust and confidence. "Many of the Cambodian families we work with have had little formal education. But I feel good because I can help them to understand something about American culture."

Hedda Dillon, who with Howard teaches the ESL classes, says that the project has contributed toward building not only family togetherness but also a sense of community belonging that did not exist prior to the project. "In the beginning we were like their mentors," says Dillon. "But now they've taken that over for themselves. They are becoming healthier as families and developing a sense of community."

Instructional Activities

In the classroom, which is a converted living room, learners sit around tables, using a mixture of Cambodian and English to discuss the stories they are writing. These books, when completed, will tell the stories of the people who have written them. Some are colorfully illustrated books depicting the musical instruments or fruits of Cambodia. Others are poignant stories of life in a labor camp whose inhabitants were separated from family and friends.

Although the stories are sometimes sad, the learners are proud of their work. Project staff agree that the learners are motivated and eager to learn. Several graduates of the classes have gone on to community colleges, adult school, or employment, where they use the skills they have gained. Howard says that the refugee community is proud of the program and their accomplishments. Teachers at other school sites in the district say that the refugee parents participate more in their children's education and that the family unity forged from the efforts of the project is evident.

Asked what factors led to these outcomes, Howard is quick with her response. "We have a quality group of people who really work together." "And," she adds, "we are living on the learners' turf. We are more familiar with their needs and more sensitive to their culture."

For more information about Project Bridges, contact **Ann Howard**, coordinator; telephone (209) 956-5605. Project BRIDGES is located at 4401 Manchester Ave., Apt. 1, Stockton, CA 95207.

About the Author

Kevin Clark is an education consultant specializing in instructional strategies for language-minority students and is a lecturer in the Teacher Education Department, California State University, Stanislaus. He also serves as the project evaluator for Project Bridges.

Corning Even Start Project Provides Services to Spanish and English Speakers in Rural Areas

Family Literacy Project is administered by the Tehama County Office of Education

By Phil Hopkins and Ann Ratay

Funded under ESEA, Chapter 1, through the U.S. Department of Education, the Even Start Family Literacy Program offers educational opportunities for parents and their children. It focuses on parents with children, from birth to seven years of age, who reside in the attendance area of a school eligible to receive ESEA, Chapter 1, funds. The program is based on the notion that the needs of parents and children are best met by identifying and addressing the needs of the entire family. An Even Start project must contain three components: adult education, parenting education, and early childhood education.

Preschool children participate in activities at the West Street Elementary School in the Corning Even Start Project.

Origins of the Project

The Corning Even Start Project, administered by the Tehama County Office of Education, serves families in the Corning Union Elementary School District in Corning, California. Approximately 100 adults participate in the project. The project grew out of a serious need in the community for adult education services and a deep interest in ensuring that the children in the community come to school ready to learn. The district is located in Tehama County, a rural area experiencing severe unemployment in which 75 percent of the students are eligible for Chapter 1 services. When the Tehama County Office of Education applied for the Even Start grant, staff focused on the significant needs for family-centered education. For example, before being awarded an Even Start grant, no funding was available for adult education services. In addition, an extremely high number of families in the area are also receiving welfare assistance. During the needs assessment process, county staff decided to focus on two language groups, the Spanish speaking and native-English speakers. Approximately 80 percent of the participants are Spanish speaking, 75 percent of whom are farm workers. The Spanish-speaking participants express the greatest need for learning English; the native-English speakers are interested in obtaining a high school diploma.

The goals for the project are to promote literacy and encourage parents to support the education of their children. The instructional program attempts to integrate three kinds of educational experiences: adult education, early childhood education, and parenting education. Because the participants have not been reached by traditional education programs, the needs of the families must be the basis for the instructional design. To build close relationships with the participants, project staff includes individuals who coordinate activities in the family, school, and community and conduct follow-up visits in the parents' homes. These staff members are vital to the success of the project because communication with the families needs to be frequent and to be conducted in settings comfortable for the participants.

Collaboration with Other Agencies

Staff members in the project have successfully collaborated with many agencies within the community to provide comprehensive services to families. In particular, school districts in the county are key to providing high-quality services to parents and their children. Because the project is in a rural community, access to classroom space, transportation, and qualified staff is limited. By coordinating with the Corning Union Elementary School District, the project is able to overcome these limitations and provide quality services to the participants.

The project also works with Shasta College, located in Redding, and Corning Union High School District to obtain qualified teachers. In addition, the Literacy Council of Tehama County provides tutors for students who need individualized special attention. County agencies, such as the GAIN (Greater Avenues for Independence) Office, are helpful in recruiting and retaining some of the most needy families. A local Head Start Family Service Center Demonstration Project provides additional resources to the project. The project also coordinates services with an ESEA, Title VII, project also administered by the county to give Even Start staff access to excellent staff development oppor-

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Corning Even Start Project Emphasizes Collaboration Among Many Agencies

(Continued from page 13)

tunities. So that staff can collaborate successfully and minimize duplication of services, the county's Even Start and ESEA, Title VII, projects are directed by one administrator, **Phil Hopkins**. The two projects focus their cooperation on database development and parent education.

Curriculum Design

The project uses *First Teachers*, developed in Migrant Education projects, to implement its home-based activities. Spanish literacy instruction is provided through the Instituto Nacional para la Educación de los Adultos (INEA) program, a collaboration between the Mexican Government and the California Department of Education. (*Note*: More information about the INEA project can be found in the article by Lorraine C. K. Berry on pages 20–21 in this issue of *BEOutreach*.)

Three unique features of this project are evolving: intergenerational activities based on the Kenan model, Childgym, and INEA. The intergenerational activities are implemented in an outlying community located 16 miles from any town with services. The local government agency actively supports the project by providing its recreation hall at no charge. The Kenan model is illustrated here.

Another unique feature of the project is Childgym, a kind of gymnastics program in which parents and children participate in activities designed to develop the children's psychomotor skills. Finally, the INEA component has proven to be an excellent tutoring program for a rural setting. It provides much-needed literacy tutoring, thus opening the world of literacy for adults with limited educational experiences.

Two-hour classes in adult education are scheduled two nights each week. Transportation and child care are provided. The success of the adult education classes seems to be the result of using well-trained teachers of English as a second language. According to the evaluation findings of the project, the quality of the teaching staff seems to have contributed to a low rate of attrition among the adult learners.

Parents learn ESL in the Corning Even Start Project.

Results of the Project

Many positive results of the project have become evident. A newsletter for parents has been very well received, and the project has developed a training class to prepare people for the examination for instructional assistants. The class deals with helping the adults improve their skills in English and mathematics as well as their ability to search and interview for a job. Several of the bilingual learners were able to pass the examination and help to meet the county's need for bilingual teacher aides. An unexpected outcome has been the decision by some learners

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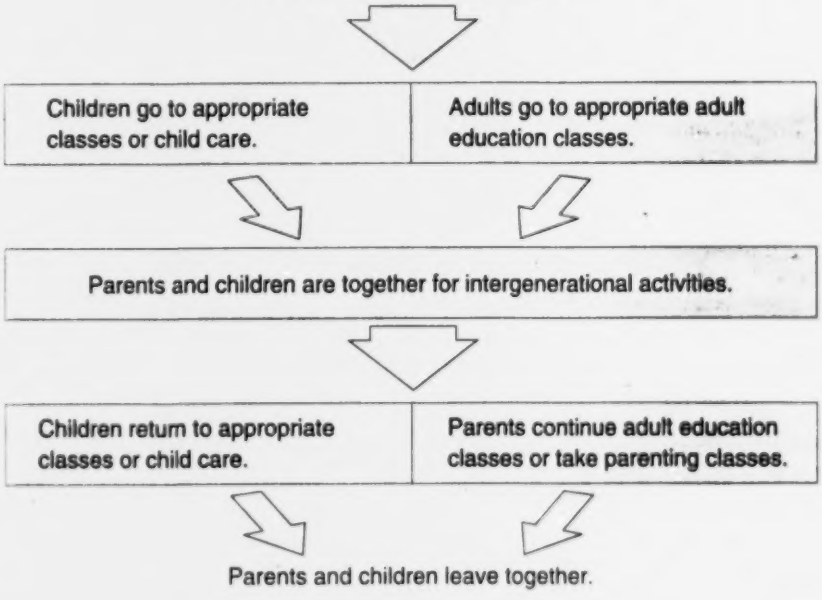
Kenan Model for Intergenerational Activities


Parents and children arrive together.
Children go to appropriate classes or child care.
Adults go to appropriate adult education classes.
Parents and children are together for intergenerational activities.
Children return to appropriate classes or child care.
Parents continue adult education classes or take parenting classes.
Parents and children leave together.

Even Start Model in Carpinteria, California, Meets the Needs of Migratory Parents

District-based project depends on intensive collaboration with many service providers

By Judy Tews

The Migrant Education Even Start (MEES) Program is funded under Chapter 1 of the Elementary and Secondary Education Act. MEES projects are administered throughout California by the Migrant Education Office, California Department of Education. The projects are designed to help migratory parents increase their literacy and parenting skills so that they can prepare their children, birth to seven years of age, to become successful learners.

The Migrant Education Office located in Region 18 established a MEES project in the Carpinteria Unified School District as one of the first MEES sites in California. It was selected on the basis of a statewide needs assessment. In the Carpinteria Unified School District, the percentage of limited-English-proficient (LEP) students has reached 41 percent, with the greatest growth in kindergarten and grade one. An assessment of parents' needs by district teachers indicated a strong interest in English-as-a-second-language (ESL) and literacy classes.

Program Design

The MEES model is school based and family centered. In coordination with school district and community agencies, it assists migratory parents in improving their literacy and parenting skills so that they can, in turn, prepare their children to become successful learners. The major thrust of services has been to provide literacy, parenting, and ESL instruction to migratory parents as well as early childhood education and kindergarten readiness skills to their children.

The MEES project in Carpinteria focuses on migrant parents who are Spanish speaking. The migrant parents need literacy and ESL skill development, parenting education, and an increased awareness of community agencies and resources that can help the parents meet their unique needs. The project provides transportation for parents who need it.

Collaboration with Other Agencies and District Support

Staff have created an interagency resource network to support the project. For example, ESL instructors for some classes are provided by Santa Barbara City College and Continuing Education–Adult Education in the Carpenteria Unified School District. The district provides four classrooms for the project at the Canalino Elementary School as well as consultation services with the school psychologist for MEES families, speech therapy services, and a seven-week parenting class conducted in Spanish.

The state preschool program operated by the district provides classrooms four nights a week for early childhood education classes. MEES parents are also included in all

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Focus of Corning Project Changes as Participants' Needs Change

(Continued from page 14)

and staff to study for the examination for U.S. citizenship.

A significant challenge faced by the project is maintaining the enrollment of English-speaking learners in the project. Although they had achieved a high success rate on the GED test, the majority of the learners have difficulty in making participation in the project a priority in their lives. Some success in maintaining enrollment has been due to the high quality of child care. Parents tell us that the children insist that their parents attend class! Staff believe that continued personal contact with the learners seems to be necessary to reduce attrition.

As our families grow and their needs change, so too must our project change to meet those needs. Our GED and advanced English-as-a-second-language students now need information on how to access junior colleges. Our INEA learners look forward to graduating into English-as-a-second-language classes. It is truly exciting to watch this Even Start Project evolve and change!

More information about the Even Start project is available by contacting **Phil Hopkins**, Tehama County Office of Education, P.O. Box 689, Red Bluff, CA 96080; (916) 527-5811; FAX (916) 529-4120.

About the Authors

Phil Hopkins is Director of the ESEA, Title VII, and Even Start projects; and *Ann Ratay* is an Adult Education Specialist for the Tehama County Office of Education. Phil Hopkins has worked in bilingual education for 25 years. For the past six years, he has worked with ESEA, Title VII, projects and during the past year has been director of the county's two ESEA, Title VII, projects and two Even Start projects. Ann Ratay, who helped create and organize the Corning Even Start Project, has worked in adult education for the past three years.

Home Visits by Staff Help Maintain Enrollment and Make Other Families Aware of the Project

(Continued from page 15)

monthly preschool meetings for parents. The topics of these meetings include child development, parenting skills, nutrition, school readiness, language development, drug and alcohol awareness, dental care, and prevention of child abuse. The project also collaborates extensively with other community agencies that deal with health care, children's services, libraries, family services, museums, and fire and police protection.

Curriculum and Instruction

To provide parenting information, the project uses *The Wonder Years*, a curriculum developed by the Migrant Education Office, California Department of Education. The parents learn how important their role is as their children's first teachers. Project staff also provide family-oriented activities to encourage the emerging literacy skills of the migrant parents and children.

Parents and children interact in many project activities. For instance, they read books and nursery rhymes and sing songs in Spanish and English. They also have cooking experiences that encourage reading and follow-up experiences at home. In addition, they write notes and letters to agency representatives and trainers who have visited the project.

The MEES project provides services at two sites in Carpinteria from 6 p.m. to 8 p.m. Site I operates on Monday and Wednesday evenings and Site II on Tuesday and Thursday evenings. Home-based and center-based components are implemented 46 weeks a year. Learning activities have been enriched by using MEES resources to enhance the materials provided by the state preschool program.

Migrant Education Region XVIII provides an outreach library than has been an important component of the MEES Project. Parents have been oriented on how to use the outreach library so that they might encourage reading as a family activity. For example, parents and children can borrow a book or video to use with their children at home.

The MEES Project is staffed by two bilingual facilitators/teachers and one instructional assistant. **Betty Bautista**, MEES Facilitator, received the Distinguished Teacher Award from the Child Development Division, California Department of Education, in 1993. She received her master's degree in education from the University of Colombia, Bogota, and holds a California Children's Center Permit. She has been a teacher with the state preschool program since 1981. **Sara Soria** has been a teacher with the state preschool program in Carpinteria since 1984. She received her associate arts degree in early childhood education from Santa Barbara City College and holds a California Children's Center Permit.

Betty Bautista is publishing the curriculum being used in the MEES Project. Entitled *Jugando y Contando Ensenamos con Amor*, the curriculum was designed to meet the self-esteem needs of Spanish-speaking parents and preschool children from low socioeconomic backgrounds.

During its first year of implementation, the MEES Project exceeded its goal of serving 60 migrant parents and 50 migrant children, birth to seven years of age, at the two project sites. Over 70 migrant families were enrolled, and services were provided to 135 migrant parents and 111 migrant children. By participating in the project, migrant parents seem to have become more comfortable in participating in school activities.

Staff also believe that children in the project are entering kindergarten with the readiness skills necessary to be successful students. The staff's outreach and recruitment efforts have resulted in the identification of new families. When conducting home visits, the staff usually meets other families in the same home who are eligible for MEES services but did not know about the program. Staff continually contacts parents by telephoning and conducting home visits to encourage ongoing participation in the project.

The success of the MEES Project is also attributed to support from administrators in the Carpinteria Unified School District and the excellent cooperation from the Migrant Education Region XVIII Office, Santa Barbara City College (Adult Education), and the state preschool program.

For more information about the MEES Project, contact **Judy Tews**, Program Specialist, Migrant Education Program, Santa Barbara County Office of Education, 3970 La Colina Road, Santa Barbara, CA 93110; telephone (805) 964-4711; ext. 472; FAX (805) 964-4711, Ext. 471.

About the Author

Judy Tews is a Migrant Program Specialist with Migrant Education Program, Region XVIII, in Santa Barbara, California. She coordinates the Migrant Education Even Start Program, Migrant Preschool Program, and other special projects.

Designing Instruction for Adults Acquiring Basic Literacy in a Second Language

Teaching beginning students effectively depends on thorough needs assessments and methods and materials that respond to the learners' backgrounds

By Grace Holt

For success in the selection of techniques and materials used in teaching a second language to adults who are at a basic level, the learners' backgrounds must be understood. This article provides information on how to identify and assess adults learning to become literate in a second language who are at a beginning literacy level; general techniques that facilitate instruction for these learners; a sample procedure for combining some of these techniques; and classroom materials that are appropriate for adults learning to become literate in a second language.

Who are the adults learning to become literate in a second language?

Adult learners at the beginning level usually fall into one of four categories:

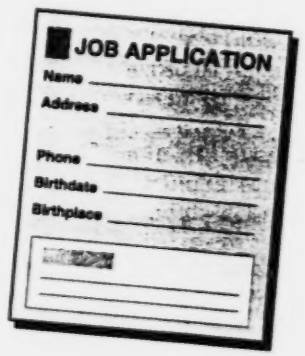
1. Learners who are nonliterate and have had little or no prior schooling in their native language
2. Learners, such as speakers of Chinese, Arabic, or Khmer, who may not be familiar with the Roman alphabet
3. Learners who may have learning disabilities
4. Learners who are literate in their native language but may want to participate in a slower-paced class and would benefit from classroom activities that characterize a literacy class

How can the needs of beginning-level learners be assessed?

The following are six approaches to assessing individual learner's needs:

1. A person who speaks the native language of the adult learners may ask learners in their native languages about their educational backgrounds. Persons with three or fewer years of formal education will probably be nonliterate.
2. Reading readiness tasks can be used for literacy screening. For example, learners can be asked to complete the following tasks. Related literacy skills appear in parenthesis.
   - Complete an alphabet cloze (familiarity with Roman alphabet), supplying the missing letters (for example, A B ___ D ___ F G H ___ J).
   - Copy a sentence (speed and ease in forming words).
   - Read two simple sentences (basic sight vocabulary in context).
   - Point to letters corresponding to the sounds made by the teacher (simple consonant sounds not easily confused).
   - Read several unfamiliar or nonsense words (blending sounds).

   A person who can recognize basic sight words or use a knowledge of phonics to approximate the sounds of unfamiliar words probably does not need basic literacy instruction.
3. The completion of a simple application form on which learners are asked to fill in basic information, such as name, address, phone number, date, social security number, birth date, birthplace, age, and gender is a quick way to determine reading and writing ability, especially when a large number of learners have to be assessed in a short period of time. A person who has difficulty in filling out the form could probably benefit from basic literacy instruction.
4. A writing sample in the learner's first language is useful in determining the literacy level of the learner in his or her native language.
5. A writing sample in English can be used to compare later writing samples and monitor the progress of each learner's writing.
6. Informal assessment through classroom observation can continue to assist the teacher in determining an individual learner's needs. Attention should to paid to:
   - How learners hold their pencils: Awkward? Too tight?
   - How learners move their eyes: Do the eyes move to follow words?
   - How fast learners write: Do they hesitate? Take time? Labor over each letter?
   - How learners interact with each other in large-group and small-group settings: Do they offer to help each other?



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How can teachers integrate techniques into a procedure that will appeal to multiple learning styles?

The following procedure, which uses the learners' experiences for the content of the lesson, is a modified version of the Language Experience Approach.

An Integrated Approach to Literacy Instruction

1. Begin with a shared experience, such as a field trip, a common situation, or a meaningful picture, as a stimulus for discussion.
2. Learners volunteer sentences. The teacher writes the sentences on the chalkboard.
3. After each sentence the teacher reads the sentence aloud, running her finger under words as each is pronounced. The teacher checks to be sure that she has written what the learner has said.
4. When the story is completed, the teacher reads it aloud.
5. Learners are encouraged to join in a second and third reading of the story.
6. A number of activities can follow at this point:
   - Learners copy the story.
   - Learners underline all the parts they can read.
   - Learners circle specific words (e.g., words that begin with a designated sound and common sight words, such as *the*).
   - Choral cloze: The teacher erases some words, reads the story, and asks learners to supply the missing words.
   - Writing cloze (subsequent class): The teacher types the story, leaving out every fifth word. During the next class the teacher passes out the cloze and asks learners to fill in the missing words.
   - Scrambled sentences (subsequent class): The teacher types the story. During the next class the teacher distributes copies of the story to the class. Each learner cuts the story into strips so that there is one sentence on each strip of paper. Learners scramble the sentences and rearrange them in the proper sequence.
   - Scrambled words: Ask more advanced learners to cut sentences into words, scramble the words, and rearrange them in order.

How do I identify and select classroom materials appropriate for the adult learner?

Using age-appropriate concrete materials with adult learners enhances instruction and provides a context for their development in language and literacy. A basic kit of materials might consist of the following:

Survival Kit for Literacy Instructors

1. Realia: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers, abacus, manual for learning to drive, and classroom objects
2. Flash cards: pictures, words, signs
3. Pictures or photographs: commercial, magazine, and so on
4. Tape recorder and cassette tapes, including music for imagery, relaxation
5. Overhead projector, transparencies, and pens; video player and videos
6. Pocket chart
7. Camera for pictures for language experience stories: to create biographies and autobiographies
8. Games such as Bingo and Concentration: commercial or teacher-made
9. 3 x 5 and 5 x 7 colored cards: to teach word order in sentences, show when speakers change in dialogue; illustrate question/answer format; provide cues for a concentration game
10. Cuisenaire rods: to teach word order in sentences; use as manipulatives in dyad activities; teach adjectives
11. Alphabet sets
12. Colored chalk: to teach word order; show when speakers change in a dialogue; and illustrate question-and-answer format
13. Poster, butcher, and construction paper
14. Felt-tipped pens, colored pencils, crayons
15. Scissors, glue, and masking tape
16. Children's literature: for learning techniques for reading/telling stories to children

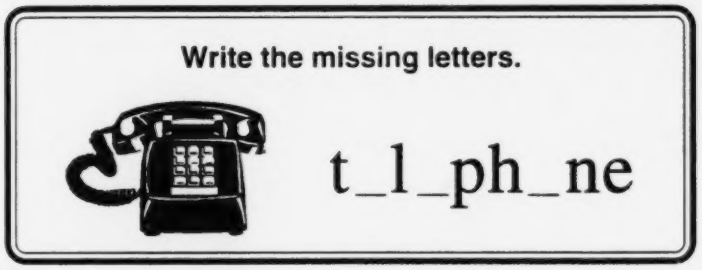
(Continued on page 19)

Staff Who Teach Beginning Literacy Learners Need to Be Observant, Resourceful, and Flexible

(Continued from page 18)

What additional things should teachers consider in working with beginning adult learners?

1. Involve learners as active participants in selected topics, language, and materials that they want to include in their literacy instruction.
2. Build on the experiences and language of learners. Invite them to discuss their experiences and provide activities that will allow them to generate language they have already developed.
3. Use learners as resources. Ask them to share their knowledge and expertise with others in the class.
4. Sequence activities in an order that moves from the less challenging to the more challenging, such as progressing from listening to speaking, reading, and writing skills. Move from language experience activities to picture-word connections to all-print exercises.
5. Include a variety of techniques to appeal to diverse learning styles. For example, merge holistic reading approaches, such as language experience with discrete approaches such as phonics.
6. Build redundancy in curriculum content, providing needed repetition of topics for literacy learners. This approach will help overcome problems related to irregular attendance that are common in adult classes.
7. Combine enabling skills (visual discrimination of letters and words, auditory discrimination of sounds and words, spacing between letters and words, letter-sound correspondences, blending letters to sound out words, sight vocabulary) with language-experience and whole-language approaches.
8. Combine life-skill reading competencies (reading medicine labels, writing notes to the children's teachers, filling out forms) with phonics, word recognition, word order, spacing words in a sentence, reading words in context, and reading comprehension.
9. Use cooperative learning activities that encourage interaction by providing learners with situations in which they must negotiate language with partners or group members to complete a task.



***Editor's note*: An excellent resource for using cooperative learning with adult English learners is *Cooperative Learning: ESL Techniques*, a series of four videos and blackline masters published by Addison-Wesley Publishing Company, 1 Jacob Way, Reading, MA 01867; (800) 552-2259. Order code no. 79311, $375.00 each. For information on training opportunities in cooperative learning, contact the California Staff Development Institute for Adult Education, 9738 Lincoln Village Drive, Sacramento, CA 95827; telephone, toll-free, (800) 488-1788.**

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Approaches to Adult ESL Literacy Instruction. Edited by JoAnn Crandall and Joy Kreeft Peyton. Washington, D.C., and McHenry, Ill.: Center for Applied Linguistics and Delta Systems Co., Inc., 1993.

Bell, Jill, and Barbara Burnaby. *A Handbook for ESL Literacy*. Toronto, Canada: Ontario Institute for Studies in Education in association with Hodder and Stoughton, Ltd., 1984.

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Cooperative Learning: ESL Techniques. Videos (4) and blackline masters, Code number 79311. $375.00. Addison-Wesley Publishing Company, 1 Jacob Way, Reading, MA 01867; (800) 552-2259.

About the Author

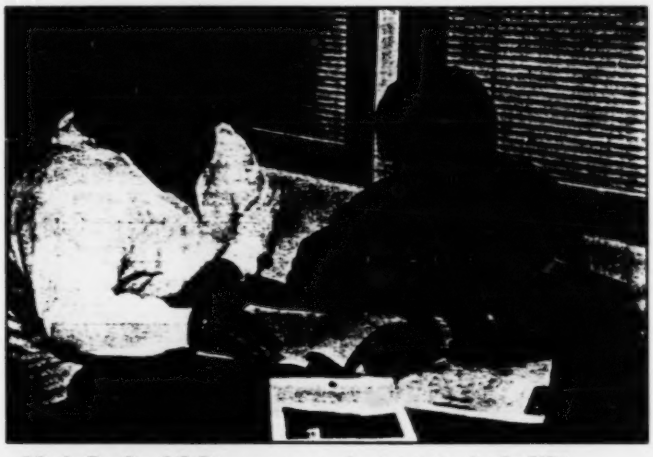
Grace Holt is an Education Programs Consultant in the Teaching Support Office, California Department of Education. Her primary responsibilities are SB 1882 High Schools and the Professional Development Consortia. Formerly, she was coordinator of the ESEA, Title, VII, Family English Literacy Project in the Sacramento City Unified School District, Sacramento, California.

USA Mexico Adult Literacy Project Relies on International Collaboration for Obtaining Curriculum Relevant to Learners

Program offers learning opportunities in Spanish as a springboard for educational success

By Lorraine C. K. Berry

The USA Mexico Adult Literacy Project is based on a Spanish literacy program designed and implemented by the Instituto Nacional para la Educación de los Adultos (INEA) in Mexico. The INEA Program has been used successfully in rural and urban areas of Mexico and has increased Spanish literacy dramatically. In 1990 the California Department of Education and the Ministry of Education in Mexico agreed to collaborate to set up pilot projects in California to meet the literacy needs of recently immigrated Spanish-speaking adults. The project is based on the assumption that literacy in one's native language is the best predictor of educational success in a second language. This article provides a description of the pilot project conducted in Salinas, California.



Maria Sandoval (left) serves as a volunteer tutor in the USA Mexico Adult Literacy Project.

The Adult Education Unit of the California Department of Education elicited the assistance of **Holda Dorsey**, an adult literacy specialist in the Hacienda La Puente Unified School District, to contact a variety of institutions throughout California to determine their interest in the INEA Program. Of those contacted, 12 agreed to set up pilot projects. INEA officials and Holda Dorsey provided training for the projects in the City of Industry, in southern California.

The INEA Program has its philosophical roots in the work of **Paulo Freire**, the Brazilian educator who sees literacy as a tool for empowering learners personally and politically. Like Freire the program requires tutors/teachers to refer to participants as learners rather than as students. INEA provides learner registration forms, a pretest and a posttest, and an evaluation form that learners fill out after completing their tutoring sessions. Not as structured as the Laubach approach to literacy, the INEA Program provides a Level I textbook, exercise book, cassette audiotape (originally made for radio), and teacher's manual. Familiar Mexican vocabulary, such as *elotes* (corn on the cob), *maiz* (corn), and *metates* (for grinding corn), help rural learners to gain literacy skills based on their backgrounds. (In South America corn on the cob is referred to as *choclo*.) INEA also has materials for learners from urban backgrounds and for primary and secondary education courses.

INEA Pilot at Salinas Adult School

Because she saw a need to develop the Spanish literacy abilities of adults in her community, **Jill DeGrange**, a teacher at the Salinas Adult School, Salinas Union High School District, decided to participate in the pilot project. She started organizing the pilot project in the summer of 1993. By November, 1993, seeds of the project started germinating; and in January, 1994, the project started to bear fruit. All 12 pilot projects in California are involved in an evaluation of their work.

Recruitment. Students are recruited by word of mouth. Information about the project is given in English-as-a-second-language classes at the Salinas Adult School. In addition, Jill DeGrange was able to advertise on radio and television without charge because the stations do not charge for public service announcements. Unfortunately, the number of learners who can be recruited is limited because her assignment is only part time and the volunteer tutors and literacy instructional aide have other commitments as well.

Volunteer tutors. The volunteer tutors are advanced-level bilingual English-as-a-second-language learners at the adult school. Twice weekly they teach one to four learners for two to three hours. Before tutoring, volunteers participate in two two-hour training sessions given by Jill DeGrange. She also conducts a two-hour meeting once every six weeks with the tutors to deal with issues that arise in the project. Tutors are asked to make a commitment of at least six months. Currently, the project does not

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INEA Program Underscores the Value of Literacy in One's Native Language

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have enough tutors to fill requests from potential learners.

Maria Sandoval, a student at Salinas Adult School, volunteers her time to tutor her mother and three other learners in one group. According to INEA guidelines, each tutor may have up to ten learners. However, the Salinas project tries to maintain a ratio of one tutor to four learners. More advanced learners may help their peers while the tutor is working with another individual. One of INEA's goals is to encourage autodidactism, the process of becoming an independent learner. Maria Sandoval says her main task is teaching learners to be patient.

The INEA Program promotes learning in nontraditional settings: under trees, at ranches, in kitchens—schools without walls.

Classes. Project classes are held year-round on Monday, Wednesday, and Friday mornings. The INEA program promotes learning in nontraditional settings: under trees, at ranches, in kitchens—schools without walls. INEA sessions at the Salinas Adult School are held in the hallway. A second class is held on Tuesday and Thursday evenings at Mt. Toro High School in Salinas.

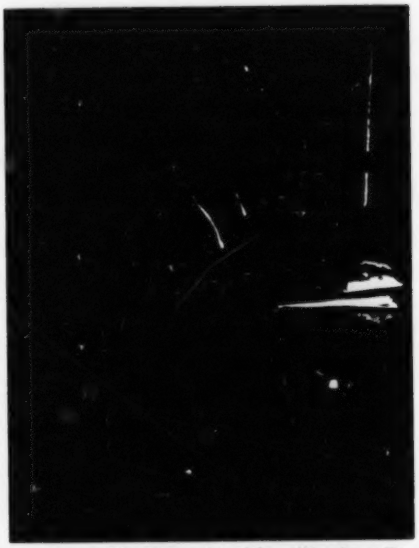
Curriculum. Materials and guidelines for the training are provided by INEA. Additional content is included in the curriculum based on the learners' individual needs. For example, learners may ask for help regarding reading books to their children, reading notes sent home by teachers, balancing a checkbook, or understanding street signs. **Carmen Rosa Jimenez**, an instructional assistant at Salinas Adult School and tutor in the project, has to deal with learners at many different levels of Spanish literacy. She likes INEA's syllable approach to literacy, adding that the materials are good for basic information but that students need more. In addition to the INEA materials, she uses supplementary materials. When learners complete the project, Jill DeGrange plans to advise them to enroll in English-as-a-second-language classes at the adult school.

One learner gave a poignant account of what the project has meant to him. Illiterate a year ago but now able to read as a result of participating in the project, **Miguel A. Mancillas** said that before learning to read, he felt as if he were blind as he tried unsuccessfully to figure out the world around him. As the project helped him overcome his shyness and embarrassment about being illiterate, he began to experience the joy of reading. He said that he would like to urge other illiterate adults to struggle against their own shyness and learn to read.

For additional information about the pilot project in Salinas, contact Jill DeGrange, Salinas Adult School, 20 Sherwood Place, Salinas, CA 93906; telephone (408) 753-4351. For information about starting a pilot project or locating a project near you, call Holda Dorsey at (818) 855-3510. Or contact your local Mexican consulate.

Acknowledgment

The author wishes to thank Holda Dorsey and Jill DeGrange for reviewing earlier drafts of this article and making valuable suggestions for improving it.



Learners like Miguel A. Mancillas benefit from highly individualized assistance provided by the USA Mexico Project.

About the Author

Lorraine C. K. Berry is an English-as-second-language teacher educator in Florida. She can be reached at 7741 Georgian Bay Circle, No. 103, Fort Myers, FL 33912; telephone (813) 561-7624. At the time this article was written, she was employed as a substitute teacher for the Salinas City Elementary School District, Salinas, California.

Editor's note: Additional information about native language literacy is available in *Adult Biliteracy in the United States*, edited by David Spener (Washington, D.C., and McHenry, Ill.: Center for Applied Linguistics and Delta Systems Co., Inc., 1994) and *Developing Native Language Literacy in Language Minority Adults*, by Klaudia M. Rivera (Washington, D.C.: National Clearinghouse on Literacy Education, 1990).

National Institute for Literacy Identifies Key Issues in Literacy Education for Bilingual Adults

In 1995 the U.S. Congress is scheduled to begin discussions on the reauthorization of the Adult Education Act. The Act establishes the program and funding framework for basic educational services for adults in the United States. Although many issues will be hotly debated during the reauthorization process, none will be more contested than language and literacy services to adults from linguistically and culturally diverse backgrounds.

In an effort to identify key issues regarding the education of language-minority adults, the National Institute for Literacy hosted a meeting on August 30, 1994, of educators involved in adult education. Meeting at the Institute's office in Washington, D.C., the diverse group of participants represented bilingual vocational education, family literacy, refugee assistance, and English-as-a-second-language (ESL) programs. They represented many different areas in the educational system, including non-profit community organizations, state educational agencies, professional organizations, universities, and philanthropic organizations.

According to the National Adult Literacy Survey, approximately 191 million Americans are sixteen years of age and older and are, therefore, eligible for adult education. Of this group about 28.4 million individuals live in households where a language other than English is spoken. Demographic projections indicate that these language-minority groups will grow at a rate faster than that of the overall population. The need to provide services to adults from non-English language backgrounds is already clearly evident. Approximately 70 percent of instructional hours provided with adult basic education funds are devoted to ESL instruction. In addition, 50 percent of the students in adult basic education are ESL learners.

In opening the meeting, **Andrew Hartman**, Director of the National Institute for Literacy, suggested that although the reauthorization of the Adult Education Act is important, interested educators also need to stay abreast of other legislative and federal policymaking efforts related to educating adults, such as job training in welfare reform and legislative changes in higher education.

Critical Issues

Initial discussion was led by **Heidi Spruck Wrigley**, Aguirre International, San Mateo, California, who identified findings from the report she coauthored entitled *ESL and the American Dream* (Washington, D.C.: Southport Institute for Policy Analysis, 1993). Some of the points that were raised during the session included the following:

> Upcoming reauthorization of the Adult Education Act is expected to significantly affect English-as-a-second-language instruction for adults.

- ESL services are planned and delivered with little understanding of the adults' native languages and cultures.
- Little coordination exists between ESL services, job training, and placement.
- ESL services are not well organized between the beginning, intermediate, and advanced levels. Although students may be placed in classes at different levels, they rarely feel that the course offerings are appropriately sequenced.
- The quality of ESL instruction is undermined by teachers given only part-time assignments. Such unstable employment conditions make it difficult to attract and retain qualified teachers.
- Funding is inadequate to provide ESL and related services to the language-minority adults.

Policy Recommendations

Participants considered a variety of policy options designed to respond to the urgent need for expanding and improving adult education programs for linguistically and culturally diverse students. The following list should be regarded as preliminary and incomplete because much work needs to be done to design comprehensive, research-based policy recommendations.

- Services for language-minority students need to be reconceptualized beyond the current deficit-oriented ESL approach. The students have both the need and desire to learn English. But along the road to self-sufficiency, they have critical needs related to self-esteem, cross-cultural knowledge, family stability, community development, job preparation, and citizenship. Referring to them as *ESL students* obfuscates their needs and perpetuates adult education services that are incomplete and fragmented. Alternative terms such as *bilingual adults* or *language-minority adults* may help policymakers realize that the students' needs go beyond English.

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Family-School-Community Partnerships Help Children Succeed by Connecting the Home to the School

By Jennifer Bell

The California Department of Education's Compensatory Education Office, in collaboration with the Migrant Education Office and the American Indian Education Office, conducts an annual series of summer and fall parent-training institutes titled Family-School-Community Partnerships. Modeled on the Migrant-Education Home-School Partnership and the Compensatory Education Fall Institute for Parent Involvement, the institutes provide training for staff and parents in enhancing students' educational achievement.

Recent research on the attitudes of low-income parents toward schools reveals that parents perceive staff as lacking understanding, failing to communicate, and insensitive to

cultural and linguistic differences. (For more information on this issue, see *Voices from the Inside*, by **Mary Poplin** and **Joseph Weeres**. Claremont, Calif.: The Claremont Graduate School, The Institute for Education in Transformation, 1993.) One thing remains clear: schools, families, and communities are interconnected and must forge partnerships with one another to promote the educational success of low-income, culturally diverse, and language-minority children. A high school student summed up the importance of this linkage as follows:

> My parents always wanted for me a good school with not many fights, good instructors, good learning skills taught to us, and definitely someone to explain to Mexican parents (like mine) how the system works here. I think this is very critical and needed because many Hispanic parents don't understand the pressure, stress, and responsibilities that are imposed on us. Their schooling was totally different. They don't know they have

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National Institute Sets Literacy Priorities for Diverse Groups

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- Federal legislative and administrative efforts (e.g., data collection, program development, research, and evaluation) by multiple federal departments need to be coordinated by a single entity or agency. Such administrative focus could help ensure that policies and activities are equitable and mutually reinforcing.
- Steps need to be taken to improve the quality of services to language-minority adults. Research is needed to identify promising practices, quality standards, effective models, and supportive policies. A related need is the improvement of staff development of adult teachers, increasing the number of qualified adult teachers, and creating stable staffing patterns in adult programs.
- Funding of adult programs needs to ensure that language-minority students are served fairly now and into the future. Funding approaches should guarantee that basic services are provided as well as supplemental programs designed to stimulate innovations and foster excellence in adult programs.

In reflecting on the results of the meeting, **Sondra Stein**, the Institute staff member who facilitated the meeting, indicated that she was struck by the progress that the participants made in identifying the improvements that could be made in adult education services. "I am particularly intrigued," she said, "with the value in referring to the students with a more descriptive term like *bilingual student* rather than a more narrow term like *ESL student*." In the coming months the National Institute for Literacy will continue to work with practitioners, researchers, policymakers to stay abreast of developments in the reauthorization of the Adult Education Act.

About the Institute

The National Institute for Literacy is an independent federal agency authorized by the National Literacy Act of 1991. Its mission is to coordinate literacy efforts of the Department of Education, Department of Health and Human Services, and the Department of Labor. It is focusing its activities on exercising leadership in policymaking, building a strong research and development agenda, strengthening the capacity of programs to deliver high quality services, and communicating pertinent information to the field. Staff of the Institute can be reached at 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20202-7560; telephone (202) 632-1500; FAX (202) 632-1512.

Family-School-Community Partnerships Facilitate

(Continued from page 23)

to encourage us as Americans do their children. This is very true and important. Don't ignore this. I'm speaking from experience! (*Voices from the Inside*, page 14.)

Framework of the Training

The training sponsored by Family-School-Community Partnerships is based on six recommendations for parental involvement adopted by the California State Board of Education in 1989. These six priorities, described in the California Department of Education's comprehensive, visionary *California Strategic Plan for Parental Involvement in Education* (1992), are as follows:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Who Is Eligible to Attend

Participation in the summer and fall institutes is open to teams of parents and staff from any public school, kindergarten through grade twelve, that receives Chapter 1 or State Compensatory Education Program funds; staff and parents participating in American Indian education early childhood programs and American Indian education centers; and staff and parents participating in migrant education programs.

Each school, school district, or regional team is required to include (1) parents of compensatory education, migrant education, and American Indian education students; (2) a school, school district, or migrant education regional administrator; and, where applicable, (3) a classroom teacher, resource teacher, or paraprofessional (either a community liaison or instructional aide). Schools are encouraged to include parents on the team in numbers equal to or exceeding school or district staff.

(Continued on page 25)

Workshops Presented at the Institutes

English	*Spanish*
Family Science	*Ciencia para la Familia*
Family Math	*Matematica para la Familia*
Family Reading	Offered in English, with interpretation in Spanish
Family Study Skills	*Estrategias de la Familia para Estudiar*
Self-Discipline/Self-Motivation	*Autodisciplina y Automotivacion*
Home-School Communication	*Comunicacion Entre el Hogar y la Escuela*
Family Self-Esteem	*Autoestima de la Familia*
Helping Parents Assume Leadership, Advisory, and Advocacy Roles	*Motivando a los Padres Hacia Puestos de Liderazgo, Abogacia, y de Consejeros*
Teaching Parents How to Organize a Local Parent Conference	*Organizando una Conferencia a Nivel Local*
Promoting Health Through a School-Family Partnership	*Promover la Salud a Traves de una Alianza Escolar-Familiar*
Helping Your Adolescent Avoid Gang Involvement and Drug or Alcohol Abuse	*Motivando a su Adolescente para Evitar Pandillas y Abuso de Drogas o Alcohol*

Communication Between Parents and Educators

(Continued from page 24)

Format of the Training

The institutes use a trainer-of-trainers model in which participants are trained to share the information with other parents and staff during the next three years when they return to their sites. The training must become part of the site's parent involvement activities, and each team receives workshop training guides and materials to prepare team members for their roles as local trainers.

All workshops at the institutes are offered in English and Spanish, and simultaneous translations are provided at general sessions. Comprehensive trainers' guides are provided to workshop participants. The guides and workshops are also available in English and Spanish. Workshops presented at the summer and fall institutes are shown on page 24.

Throughout the five-day institutes, opportunities are provided for team members to convene in small groups to discuss the day's events and to begin planning strategies for implementing the training at their local sites.

Impact of the Institutes

Feedback from participants has indicated that the institutes have been highly effective in meeting the needs of culturally and linguistically diverse populations. In addition, the depth and quality of the training has been very well received. Follow-up activities are being implemented at many schools and districts, including assessing parents' training needs, planning training activities, and conducting workshops. Schools and school districts have been encouraged to use the six priorities of the *Strategic Plan* cited previously as the framework for their needs assessments, planning, and training sessions.

One district that has made a districtwide commitment to forging partnerships between school staff and parents is the San Juan Unified School District, located in Carmichael, California. As **Andrea Mello**, a district Resource Teacher, pointed out in a recent (May 13, 1994) telephone interview, participation in the Family-School-Community Partnerships Institute helped schools in her district break down barriers between parents and teachers. On returning from the fall institute, district staff conducted a comprehensive planning session that brought together teams of parents and staff from 22 elementary schools, middle schools, and high schools.

According to Andrea Mello, parents and teachers have continued to meet and participate in workshops as a team throughout the academic year. The increased interaction has resulted in improved cohesiveness and understanding between staff and parents, with parents feeling less intimidated and more welcome at the school and teachers feeling more comfortable in interacting with parents. She stated that students are the greatest beneficiaries of the growing partnership between parents and staff. As students observe the existence of a caring connection between home and school, they attach greater meaning and importance to their own experiences.

Schedule of 1994 Family-School-Community Partnership Fall Institutes:

October 31 to November 4, 1994
Los Angeles Airport Hilton and Towers

November 28 to December 2, 1994
Red Lion Hotel, Sacramento

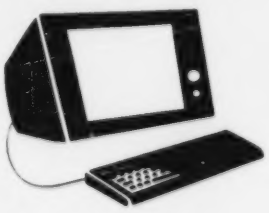
Registration for the 1994 institutes is closed. For information about the 1995 institutes, contact **Jennifer Bell**, Consultant, Compensatory Education Office; telephone (916) 657-5250.

About the Author

Jennifer Bell is a consultant in the Compensatory Education Office, California Department of Education.

BEOutreach Is Coming On-Line on BiEN

Soon it will be easier to access the information in *BEOutreach*. The Bilingual Education Office is putting *BEOutreach* on-line under the Bilingual Education Network (BiEN), BEO's electronic information system. BiEN resides on GOLDMINE, the California Department of Education's gopherserver. BiEN can be found on California On-line Resources in Education (CORE) under "Bulletin Boards." BiEN can also be found on other on-line services under California Department of Education/ Curriculum. For more information about BiEN, contact **Jim Greco**, Consultant, Bilingual Education Office, at (916) 657-3861; or e-mail jgreco@cde.ca.gov. For more information about GOLDMINE, contact **Susan Ferguson**, K–12 Network Planning Unit; telephone (916) 654-8975.



BEOutreach Interviews Joshua Fishman

The founder of sociolinguistics calls for a national language policy for all Americans that is dedicated to preserving the country's cultural and linguistic resources

To gain further insight into the role of language in family and community dynamics, BEO consultants **Daniel Holt** and **David Dolson** interviewed one of the foremost scholars on this subject, **Joshua Fishman**, Professor Emeritus, Yeshiva University, and Visiting Professor, Stanford University. Professor Fishman is considered the founder of sociolinguistics and is internationally known as a dedicated advocate of the value of one's mother tongue. The interview was conducted on July 8, 1994, at the Fishmans' summer and winter home in Palo Alto, California.

Since his retirement from Yeshiva University in 1988, Professor Fishman and his wife, **Gella Schweid Fishman**, have divided their time between Palo Alto and the Bronx, New York. They recently donated their extensive family archives to Stanford University. The Fishman Archives contain interdisciplinary, international, multilingual, and intergenerational materials that represent the couple's 50 years of distinguished teaching and research on the sociology of language as well as other contributions from the Fisherman family. The Fishman Archives are housed in the Department of Special Collections, Stanford University Libraries.

Professor Fishman, you have reminded us that we should be celebrating and reflecting on the fact that we are entering the second quarter century of ESEA, Title VII—the federal Bilingual Education Act. What does the law mean to you?

Even in its transitional garb, the law can be seen as the beginning of the end of the monolingual, WASPish monopoly of American life and education. Of course bilingual education in the United States existed well before ESEA, Title VII; but its rebirth in 1968 coincided with the relative decline of American industrial and commercial hegemony and, therefore, could have been viewed as a means of strengthening the country anew. For those of us who were around when ESEA, Title VII, came into being, who remember its birth pangs and the

Joshua A. Fishman

hopes and aspirations with which it was conceived and welcomed, the first quarter century has been a notable, stimulating, and rewarding time.

In the spring of 1967, you testified at the U.S. Senate hearings that led to ESEA, Title VII. What did you tell the senators?

I tried to convey the image of America that my research had helped me form—that is, a culturally pluralistic society in which our non-English cultures, whether immigrant or indigenous, deserved to be publicly recognized and fostered as contributing to the creativity, authenticity, and ethnic supportiveness of American democracy. I emphasized the need to conserve the languages and cultures that make up the fabric of U.S. society. Today, America's non-English languages and cultures continue to represent resources of inestimable worth—resources that can contribute to the country's riches and to the cohesiveness of its communities.

What do you think of the law that the Congress eventually fashioned into the Bilingual Education Act?

I was disappointed with the transitional and compensatory cast that it took. It was regarded as a political compromise, a handout to the poor, a means for teaching English—not as a policy to nurture the language and cultural resources of the United States. I do not believe that transitional bilingual education is an optimal method for teaching English. Nor does it support families' and communities' use of non-English languages. Yet the law was a beginning of a wonderful journey that still lies before us. Transitional bilingual education is not all that we are after. We must move on to try again to make more of our original dreams come true.

Are the social and political forces that influence the use of non-English languages today different from the forces of 25 years ago?

Much more is being written about the use of non-English languages today than in the 1950s, when I began my research on *Language Loyalty in the United States* (Ayer Company Publisher, Inc., North Stratford, New Hamp.; telephone 800-282-5413). At that time the only immediate interest in my work was expressed by the FBI, which sent agents to my office to find out if I could feed them information about any anti-American sentiment among language-minority groups. Of course I told them that the groups I

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"Official neglect of our language resources is very much related to the crime and social alienation we see." – *Joshua Fishman*

(Continued from page 26)

was studying were the most patriotic of any people I had met. Although groups such as the Ukrainians, Jews, Armenians, and Greeks showed loyalty to their languages and cultures, they always expressed the patriotic urge to be bilingual and bicultural. Would that members of the mainstream were equally willing to be bilingual and bicultural!

Today the "national bookkeeping" of information about non-English-language maintenance is much more extensive. For example, the National Foreign Language Center at Johns Hopkins University[1] was initiated with federal funds but is trying to be self-sufficient in its effort to form a coalition of language-interested forces to promote the use of and development of non-English language in the United States. Their research demonstrates that the ability to employ non-English languages is important for community building and business pursuits. For example, multinational corporations now use AT&T's language line to increase their profits by strengthening their capability to transact business in languages other than English.

Immigrants today are different from those of 25 years ago. In comparison with their predecessors from Europe, immigrants in recent years have been nonwhite with non-Christian backgrounds. Groups like the Chinese, East Indians, Koreans, and Vietnamese will be maintaining their language and culture longer than did earlier immigrants, partially because they will start out further away from and be kept longer at arm's length from the social mainstream. The more marked their language and culture, the longer it will take them to integrate fully into U.S. society. Hence, their languages and cultures will be preserved longer than was the case with immigrants from Europe. These groups have strong communities, and their languages and cultures could be vital resources as our economic ties with the Asia-Pacific region become stronger.

What should government do to support the use and maintenance of non-English languages in the United States?

We need to formalize a positive language policy that explicitly attends to our non-English language resources. We need to do so with all the concern, constructiveness, and thoughtfulness that we lavish on other scarce and valuable resources around us. We Americans need to convince ourselves and others that language is as important as science, trade, industry, natural resources, and other vital aspects of our lives.

Bilingual education is part of the policy we need, but it has not been associated with the powerful interests of our society. The policy needs to make the use and development of non-English languages important for *everyone* for community, professional, and commercial purposes. Bilingual education needs the support of white ethnics, who have become successful but are still language-focused—like the Greek Orthodox, Armenians, Hungarians, Latvians, and Ukrainians.

We need to follow the lead provided by most other cultures of the world that have endorsed the importance of one's mother tongue in ensuring a language group's identity, integrity, and continuity. We need to develop policies that will enable language groups to be themselves, to nurture continuity with their heritages, and to do so as part of and in consonance with their constantly increasing simultaneous identification with America. Instead, they have often been given a cruel Hobson's choice—either to be "American" and give up their languages or to maintain their languages and be "unAmerican."

How can educators and members of ethnocultural groups support one another in each other's effort to support the use of non-English languages?

Collaboration needs to be a two-way street characterized by good-faith efforts by both sides to engage in mutually supportive activities. Language-minority groups need to get something out of the relationship. For instance, language groups that are involved in operating community language schools are interested in getting their teachers certified and in helping their students obtain academic credit for their ability to use a language other than English.

But we must remember that the public school cannot foster language maintenance independently. The school can add refinement to the language; it can add literacy to the language; it can add to students' pride about their language. But it cannot

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Professor Fishman works in the study of his home in Palo Alto.

[1] More information is available from the National Foreign Language Center, 1619 Massachusetts Avenue, NW, Fourth Floor, Washington, DC 20036; telephone (202) 667-8100; FAX (202) 667-6907.

Fishman Calls for a National Language Policy That Makes Language as Important as Science, Trade, Natural Resources, and Other Vital Issues

(Continued from page 27)

pass a language on from one generation to another. Families and communities must start children off in their mother tongue. Schools only really succeed in teaching those things for which there is ample out-of-school support.

You have entrusted the Fishman Archives to Stanford. What kinds of materials are included in the collection?

Of course they contain all of my correspondence, research notes, and published and unpublished works. But it is really a family archive because it contains all of my wife's materials as well as those of my sister, who was a poetess, and each of our parents and grandparents. So we call it a five-generation family archive because our children and grandchildren have contributed to it, too.

I believe the archive is a major resource, especially for researching an immigrant family's history. For example, it illustrates how my parents were community builders. They worked very hard at supporting the use of Yiddish as a tool for enhancing the life of our family and community. They were always organizing a concert or camp or setting up a school or library or helping writers sell their books. This work formed my basic interests in language and its contribution to one's identity and the tie that language facilitates between individuals and their community.

It appears that the Fishman Archives help place language use—Yiddish in your case—in the context of the family and the community in which it is used. Is this connection important?

Absolutely. Languages do not exist independently from the people, families, and communities that use them. In other words, language and ethnocultural identity and existence are inextricably linked. For languages to survive and thrive, they must be integrated with the lives of their speakers and with the community institutions that the languages are related to—their churches, libraries, schools, and self-help organizations. When people lose their native languages to English, they do not become Anglos and obtain social acceptance. They lose the language as a tool for accessing the help that their families and communities can give them. They do not immediately and automatically develop a community of traditional persons, places, topics, and values.

If one examines what speakers of other languages actually say and believe about their languages, we see immediately the essentiality of the traditionally associated language for the purposes of ethnocultural continuity and identity. For example, the Irish say that their language provides the "roots of the Irish tree." The Mayans say that "once a people loses its own language, it loses its identity." And the Sumatrans believe that "without a language the nation disappears."

It is important that language groups have the freedom to maintain their languages intergenerationally as part of "being themselves in America." They need to be able to use their languages as an expression of their attachment to their identity, ethnicity, and creativity. Their language, then, is intimately connected to their need to feel accepted, noteworthy, and powerful as fellow members in good standing in the society.

Yet you seem to suggest that our country's emphasis on getting a job and consuming material goods has left people—especially ethnocultural groups—alienated from themselves and the people who can help them.

Yes. The official neglect of our language resources is very much related to the crime and social alienation that we see among some minority groups in this country. We are witnessing the decline of basic support structures that people need for feeling *integrated* in a supportive community where support structures like community churches, community language schools, and social organizations contribute to one's sense of personal and group integrity. People are so far removed from the government that should be an expression of their life goals and purposes that they are losing a sense of any power and direction in their lives.

If the family and community are strong and supportive, they create *integrated* individuals who can function at a rich cultural and moral level. The country benefits from this richness by not having to bear some of the high costs of crime and ill health that are associated with the weakening of families and communities. In addition, the country benefits by having a vibrant, diverse culture with individuals whose language and ethnicity enrich its social and economic fabric.

What do you mean by the term *integrated*?

When we are integrated, we have a bond that makes it natural for us to be associated with other people—to be responsible for them because they are responsible for us. We have neglected our need to integrate our ethnic identity and beliefs with our responsibilities as workers, consumers, and citizens. Of course, carried to an extreme, the pursuit of ethnic interests can create personal and social problems; so ethnicity needs to be in balance with our other social responsibilities. Nevertheless, people need to be able to define themselves ethnically

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Reauthorization of Title VII: Something Old, Something New

Changes in program categories provide more flexibility in designing instructional offerings to meet individual student's needs

By David P. Dolson

After two years of deliberations, Congress approved on October 5, 1994, the proposal to reauthorize the Elementary and Secondary Education Act (ESEA). ESEA includes such important educational programs as compensatory education, migrant education, bilingual education (Title VII), and the Emergency Immigrant Education Program. The statute was signed into law by **President Clinton** on October 20, 1994.

Something Old

ESEA, Title VII, will continue to be a competitive grant application program distinct from ESEA, Title I (formerly Chapter 1), and other formula grant programs. To be eligible for funding, school districts and other eligible agencies must develop applications according to specified criteria. Programs are to be focused on instruction and instructional support services for language-minority children and their families. Most types of grants will be funded continuously for a five-year period. The national allocation for ESEA, Title VII, has been set at $215 million but the amount is subject to change. Therefore, as in the past, competition for grants will continue to be fierce.

Programs are to be focused on instruction and instructional support services for language-minority children and their families.

Funding for the Emergency Immigrant Education Program, currently set at $100 million nationwide, will continue to be allocated to school districts according to the total count of immigrant and refugee children and youths. Eligible participants are those students born outside of the United States and enrolled in U.S. schools for a period of not more than three years. Twenty percent of the formula monies of this program can be set aside for competitive grants. State educational agencies are to oversee the distribution of the grants.

Something New

Say good-bye to such program types as Transitional Bilingual Education, Special Alternative Instructional Program, Special Populations Programs, and Family English Literacy.

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Educators Need to Learn to Cooperate with Ethnic Communities

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while still being accepted as fellow citizens, workers, and consumers.

We have not fully recognized the importance of ethnicity in the life of our country. Educators have not learned how to cooperate with ethnic communities. Rather, they have focused on how to get communities to cooperate with the school. Perhaps now that we are realizing that we cannot conquer the world by ourselves, we may also be developing a new respect for other languages and cultures and their vital role in helping us live and work together in greater harmony. Language-minority groups want more than tolerance, token programs, and "transitional aspirin." They want cultural democracy.

About Joshua A. Fishman

Joshua A. Fishman was born in 1926 in Philadelphia and married Gella Schweid in 1951. They have three children. He earned his doctorate in social psychology in 1953 from Columbia University. He has been a visiting fellow at most of the major centers for advanced study in the world, including those at Stanford, Princeton, Hawaii, the Netherlands, and Jerusalem. He is the author of more than 800 scholarly articles and books, in Yiddish and English, some of which have been translated into several other languages. Professor Fishman continues to conduct research, deliver lectures, and write.

He can be reached in the fall and spring at 3340 Bainbridge Avenue, Bronx, NY 10467; telephone and FAX (718) 881-5413. During the summer and winter, he can be contacted at 345 Sheridan Avenue, #207, Palo Alto, CA 94306; telephone and FAX (415) 324-4774. His most recent books are *Language and Ethnicity in Minority Sociolinguistic Perspective* (Philadelphia, Pa.: Multilingual Matters, Ltd., 1989); *Reversing Language Shift* (Philadelphia, Pa.: Multilingual Matters, Ltd., 1991); *Yiddish: Turning to Life* (Philadelphia, Pa.: John Benjamins North America, Inc., 1991); and *Earliest Stage of Language Planning: The "First Congress" Phenomena* (New York: Mouton de Gruyter, 1993).

Reauthorization of ESEA, Title VII, Makes Major Changes in Program Categories

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These categories will be replaced by the following: (1) Program Development and Implementation Grants; (2) Program Enhancement Projects; (3) Comprehensive School Grants; and (4) Systemwide Improvement Grants. Family education and staff development activities may be implemented as a component of any of the programs. Also included is a $35 million allocation for a Foreign Language Assistance Program.

A two-year limit on the participation of individual limited-English-proficient (LEP) students in an ESEA, Title VII, program no longer exists. Students may participate as long as they benefit from the program.

Teacher training programs have been reorganized into three program categories: (1) Training for All Teachers Program; (2) Bilingual Education Teachers and Personnel Grants; and (3) Bilingual Education Career Ladder Program.

Something Troubling

Although priority in funding is given to "applications which provide for the development of bilingual proficiency in English and another language for all participating students," the funding cap on special alternative instructional activities is no longer restricted to 25 percent. Additional funds can be used for special alternative instructional activities whenever applicants demonstrate that they cannot develop a bilingual education program. What is more disconcerting is that special alternative instruction is defined as a program that does **not** use the student's primary language for any instructional purpose. Such a narrow definition is not pedagogically sound and runs counter to California's coordinated compliance review requirement that LEP students receive primary language instruction whenever necessary to sustain academic achievement.

Furthermore, reviewing and ranking proposals that combine disparate program types will be a challenging task for the U.S. Department of Education. It is unclear how the priority on bilingual education can be maintained when combinations of bilingual and special alternative instructional applications are being proposed by schools and school districts with mixed language groups of various sizes, distributions, and background characteristics.

Timeline

The Office of Bilingual Education and Minority Language Affairs (OBEMLA) plans to publish interim regulations that will include an announcement of the new application cycle for the 1995–96 school year. Previously funded ESEA, Title VII, projects can anticipate funding through their third year of implementation. No renewals will be granted for fourth- and fifth-year projects.

Additional Information

Staff members in the Bilingual Education Office are attempting to stay abreast of developments affecting ESEA, Title VII, and the Emergency Immigrant Education Program. However, until further directions are received from the OBEMLA, staff members will be unable to provide authoritative answers to questions from the field. When the next application cycle is announced, information will be mailed to all district and county superintendents and ESEA, Title VII, directors. To obtain a copy of this information, call the Bilingual Education Office at (916) 657-2566.

About the Author

David P. Dolson is a consultant in the Bilingual Education Office, California Department of Education.

Editor's note: To help proposal writers make their applications more readable and attractive, the Bilingual Education Office offers ***Writing Effective ESEA, Title VII, Proposals (1993)***. Single copies of this document may be obtained free of charge by contacting the office at (916) 657-2566.

New Publication Addresses Cultural Issues in Educating English Learners

Yvonne S. Freeman and **David E. Freeman** have recently published a book that helps teachers understand the role of native language and culture in influencing children's school performance. Entitled *Between Worlds: Access to Second language Acquisition*, the volume provides detailed examples of linguistic and cultural diversity evident among English learners and clear illustrations of how this diversity can inform teachers' decisions about the subject matter they choose and the instructional methods and materials that they use. An entire chapter in the book is devoted to strategies that educators can use to build stronger relationships with parents. The volume is available from Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912. To order, call, toll-free, (800) 541-2086.

Four Department Offices Collaborate to Present First Family Literacy Conference in California

Conference emphasizes the importance of educators, parents, and children learning from each other as a foundation for effective schooling

By Noelle Caskey

The first-ever Family Literacy Conference was held in Millbrae, California, on February 24–25, 1994. It resulted from the collaborative efforts of staff members in four offices in the Categorical Programs Division, California Department of Education: the American Indian Education Office, the Bilingual Education Office, the Compensatory Education Office, and the Migrant Education Office.

On the day before the conference, each of the four Department offices held coordinators' meetings for their own literacy programs. The two-day conference, attended by more than 400 persons, began with a reception on the evening of February 23. The audience was entertained by a performance of a Korean percussion ensemble from the Korean Youth Cultural Center. The event was produced by the Korean Consulate General, San Francisco.

The first day of the conference began with a general session and an opening address by **Maria Trejo**, Assistant Superintendent, Categorical Programs Division. She underscored the importance of collaboration as she introduced the managers of each of the four offices involved in organizing the conference. During the general session **David Ramirez**, Director, Multifunctional Resource Center, California State University, Long Beach, delivered an address titled "Family Literacy: Collaboration Among Parents, Children, and Educators." He stressed the importance of collaboration among the key partners involved in family literacy.

The conference offered 36 workshops that addressed such topics as assessment, program models and curriculum, intergenerational literacy, adult literacy, and interagency collaboration. In addition to the workshops, two special two-hour seminars were held on the first day of the conference. In one of these sessions, **Heide Spruck Wrigley**, Aguirre International, San Mateo, presented a session titled "What You Need Is What You Get: Linking Curriculum to Learner Needs." The other seminar focused on the reauthorization of the Elementary and Secondary Education Act. Speakers representing the federal government were **Regina Kinnard**, U.S. Department of Education, and **Ava Law**, Office for Civil Rights (Region IX), San Francisco. Speakers from the California Department of Education were **David Dolson**, **Yvonne**

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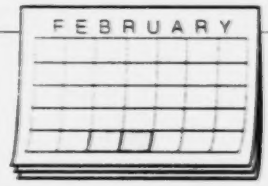


Mark Your Calendar!

Second Family Literacy Conference

The California Department of Education is organizing a second Family Literacy Conference, designed to coordinate literacy projects funded by Adult Education, American Indian Education, Bilingual Education, Compensatory Education, and Migrant Education. The conference is scheduled for February 28–March 1, 1995, at the Red Lion Hotel, Costa Mesa, California. Coordination meetings for project directors will be held on February 27, 1995. They are not open to the public.

Invited major speakers include **Linda Albert**, Cooperative Discipline; **Joseph Bruchac**, Greenfield Center; **William Goodling**, U.S. House of Representatives; **Edward James Olmos**, Los Angeles; and **Tom Payzant**, U.S. Department of Education. The conference will also present workshops on topics dealing with family literacy; for example, strategies for assessing needs, program models, instructional methods and materials, alternative approaches to assessment and evaluation, and information on developing grant applications for Even Start (ESEA, Chapter 1) and ESEA, Title VII.

The conference registration deadline is February 10, 1995. The fee for registration received on or before February 10, 1995, is $170; after February 10, $200. No walk-in registration will be accepted. The registration fee includes one reception, one lunch, one brunch, two continental breakfasts, and workshop materials. Participants must make their own reservations at the Red Lion Hotel; telephone (800) 547-8010. Special rates are $79, single or double occupancy.

For more information, contact the staff member responsible for projects related to your interest: **Lynn Bartlett**, Adult Education Division, (916) 327-8648; **Maritza Giberga**, Migrant Education Office, (916) 657-3591; **Daniel Holt**, Bilingual Education Office, (916) 657-3837; **Jane Holzmann**, American Indian Education Office, (916) 657-3357; **Adriana Simmons**, Migrant Education Even Start, (916) 666-1977; or **Sallie Wilson**, Compensatory Education Office, (916) 654-6369.

Plans Under Way to Document a Decade of Family English Literacy and Learning in ESEA, Title VII

Publication promises to help program developers design and implement successful family literacy projects

Educators interested in benefiting from the experiences of projects funded under the Family English Literacy Program (ESEA, Title VII) will want to follow developments of a working group formed by the Office of Bilingual Education and Minority Affairs (OBEMLA), U.S. Department of Education. The group is charged with documenting many of the promising practices developed by projects since the inception of the Family English Literacy Program in 1985. Headed by **Mary T. Mahony**, Acting Director, Division of State and Federal Programs at OBEMLA, the group is writing a five-chapter, user-friendly volume intended to help project staff and policy makers design and implement family literacy projects.

According to Dr. Mahony, "The publication should be especially helpful to educators and community members planning family literacy activities under Title I and Title VII of the reauthorized Elementary and Secondary Education Act." Although the Family English Literacy Program is not part of the new statute, any ESEA, Title I, or ESEA, Title VII, project may include activities designed to increase parent education and involvement as well as improve, generally, the relationship between the home and the school.

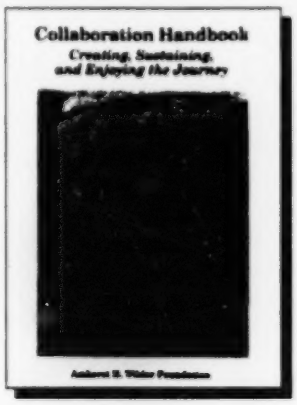
The publication is entitled "Family-Centered Learning: Cross-Cultural Collaborations in Families, Schools, and Communities." Family-centered learning refers to collaboration between parents and teachers to design activities for parents and children that strengthen the family members' capacity to meet their needs. The document will focus on linguistically and culturally diverse families. Chapter I summarizes the theory and research that supports family literacy programs; Chapter II presents some of the program models, methods, and materials that have been developed by family literacy projects; Chapter III provides information on how to design assessment and evaluation activities in family literacy projects; Chapter IV presents some of the challenges faced by projects and offers strategies for overcoming them; and Chapter V identifies human and material resources available to assist project staff in implementing a literacy project.

Members of the working group include **Geoffery T. Blanton**, who is the editor of the volume. He was formerly with Lao Family Community of Minnesota, Inc., Minneapolis. The writers are **Sherrie Yabu**, Partners in Education, San Jose (Chapter I); **Delia C. Garcia** and **Deborah J. Hasson**, Florida International University, Miami (Chapter II); **Daniel D. Holt**, California Department of Education (Chapter III); **Flora Rodriguez-Brown**, University of Illinois, Chicago (Chapter IV); and **Mary T. Mahony**, OBEMLA (Chapter V).

The volume is expected to be published in 1995. For more information contact **Daniel Holt**, at (916) 657-3837.

Learning How to Collaborate

According to **Michael Winer** and **Karen Ray**, collaboration is defined as a "mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone." In their 1994 publication, *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey*, Winer and Ray provide an in-depth analysis of the process of interagency collaboration and the strategies needed for overcoming the challenges faced by people in joint efforts. The graphics and format of this publication allow readers to find information quickly and efficiently. Copies are available for $28 each from the Amherst H. Wilder Foundation, Publishing Center, 919 Lafond Avenue, St. Paul, MN 55104; telephone, toll-free, (800) 274-6024.



Recommendations Established by State Work Group on Specially Designed Academic Instruction in English

By Rose Lee Patrón

What is specially designed academic instruction in English? What do teachers need to know to use it? What role does it play in a total program for limited-English proficient (LEP) students? These and other questions are addressed in recommendations being developed by the Department of Education and the Commission on Teacher Credentialing. The recommendations summarize the efforts of an 11-member work group that met between April and August, 1993. The recommendations have not yet been formally approved by either agency.

The work group on specially designed academic instruction in English was convened to:

1. Develop an acceptable definition and agreed-on terminology for discussing specially designed academic instruction in English (SDAIE).
2. Describe the expertise needed to teach effectively, using SDAIE methodologies.
3. Identify the appropriate preparation or training required to use SDAIE.
4. Develop short- and long-term policy recommendations for policymakers.

Defining Specially Designed Academic Instruction in English

SDAIE is the teaching of grade-level subject matter in English specifically designed for limited-English-proficient (LEP) students. SDAIE is most appropriate for students who have reached an intermediate level of proficiency in English (speaking, comprehension, reading, and writing) and possess basic literacy skills in their primary language.

What SDAIE is. SDAIE is used for making subject matter comprehensible to LEP students. It should be viewed as one component of the comprehensive State Program for LEP Students. (*Note*: A description of the State Program for LEP Students is contained in *Building Bilingual Instruction: Putting the Pieces Together*, which is available from the Bilingual Education Office. (See the article about this publication on page 41.)

When implemented within a bilingual education program, SDAIE incorporates a variety of instructional strategies and methods, such as cooperative learning, to help make core academic instruction in English understandable for LEP students. It is most appropriate for LEP students who have primary language literacy skills and have reached a level of proficiency in English that allows

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First Family Literacy Conference in California

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Strozier, **Elena Vasquez**, and **Hanna Walker**.

The luncheon speaker on the first day of the conference was **Harriet Doss-Willis**, Southwest Center for Educational Equity, Los Alamitos, California, who spoke about equity issues in education. Entertainment was provided by the Lincoln High School (San Jose) Ballet Folklorico Cultural "Xochitl." The conference planners presented an award to Maria Trejo for initiating the conference and supporting the collaboration that made it possible.

The second day of the conference included workshops and two special seminars by the Compensatory Education Office that dealt with writing an Even Start proposal. The luncheon was highlighted by speaker **Eleanor Thonis**, renowned reading specialist, who spoke on the origins of literacy. Thonis spoke movingly and entertainingly about the impressive accomplishments of children as they develop literacy. After her remarks she received an award from the conference organizers for her lifetime of service to literacy for bilingual learners.

The conference was planned by the following staff from the California Department of Education: **Maritza Giberga**, Migrant Education Office; **Daniel Holt**, Bilingual Education Office; **Jane Holzmann**, American Indian Education Office; **Adriana Simmons**, Migrant Education Even Start; and **Sallie Wilson**, Compensatory Education Office. Throughout the planning for the conference, they received the able assistance of a number of staff members of family literacy projects throughout California.

Conference participants expressed appreciation for the opportunity to network with each other and learn about other kinds of literacy programs. At the end of the conference, many left with plans to stay in touch with or visit staff from project sites in their area. The conference worked well to make those involved in family literacy aware that they do constitute a large community with common interests.

About the Author

Noelle Caskey is an educational consultant who focuses on professional development, whole-school change, and diversity issues. She is based in El Cerrito, California, and can be reached at (510) 233-8372.

Primary Language Instruction Seen as Vital Part of SDAIE

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them to benefit from such instruction. The goal of SDAIE is to make grade-level academic content understandable to students who have intermediate proficiency in English.

SDAIE promises most success when students have enough English proficiency to deal with rigorous, demanding content that is not weakened or watered down. It is delivered in a manner that is sensitive to the linguistic needs and learning styles of the students. The work group insists on the use of SDAIE because the term *sheltered* suggests that the content and the language used to deliver it have been simplified or watered down.

What SDAIE is not. SDAIE is not submersion or sink-or-swim instruction in English and is not a substitute for academic instruction in the primary language. Neither is SDAIE synonymous with content-based ESL—the term used to refer to English-language development infused with subject-matter content. By itself SDAIE is not considered the optimal program option for all LEP students. Rather, it is one key component of a comprehensive program. It does not replace the need for the other components of the State LEP Program—that is, English-language development, primary-language instruction, and instruction that promotes the students' self-image and cross-cultural understanding.

Role of primary language. The role of primary language is strategically important in the implementation of SDAIE. Primary-language instruction helps students understand the academic subjects that make up the core curriculum. Further, by learning to read in their native language, students will be developing a strong literacy foundation that will support the development of literacy in English. The more literate they become in their primary language, the more they will benefit from SDAIE.

Authorizations for Teaching SDAIE

The work group reviewed existing research and literature to determine what teachers need to know and do to implement SDAIE. The group made the assumption that teachers who provide SDAIE already have a basic teaching credential. In addition, the work group recommended that teachers demonstrate other competencies necessary for implementing SDAIE through the following options:

SDAIE promises most success when students have enough English proficiency to deal with rigorous, demanding content that is not weakened or watered down.

1. Cross-cultural, language, and academic development (CLAD) authorization by examination, preservice training, or completion of alternative CLAD course work. The CLAD authorization would be equivalent to 12 semesters of upper-division units of training that incorporate application of the competencies in the classroom with structured observation and peer coaching.
2. Local designation (Option 3) authorization included among the six staffing options administered by the California Department of Education under the State LEP Program.
3. Internship program through the Commission on Teacher Credentialing.

Policy Recommendations

The work group made recommendations related to teacher authorizations and training, program criteria, school climate, and curriculum and instructional methodology. The recommendations are summarized as follows:

Teacher Authorizations and Training

1. The work group recommends that all teachers who provide SDAIE hold a basic authorization to provide such instruction.
2. All teachers who are currently authorized to teach LEP students would continue to be authorized; however, because the work group is aware that such teachers may not have received all the necessary background to teach SDAIE, the work group recommends that districts provide the teachers with additional SDAIE training and support.
3. Districts should set timelines for teachers to obtain authorizations for SDAIE and include the timelines in their annual reports of their plan to remedy the shortage of teachers of LEP students. The timelines should be submitted with the annual report.
4. All teachers assigned to SDAIE should be expected to obtain the necessary authorization within three years after the 1994 submittal of the annual report. By fall, 1997, teachers should complete

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Teachers of SDAIE Require Specialized Training

(Continued from page 34)

one of the available routes to authorization, such as course work or the examination for the CLAD.

5. To support teachers in meeting the time line, school districts, county offices of education, and universities should collaborate to establish training programs for SDAIE. The work group recommends that regional training institutes be established to provide expanded training opportunities for teachers who need SDAIE training.

Program Criteria

1. To provide equal opportunity for academic achievement and to prevent academic deficits, each LEP student whose diagnosis makes academic instruction through the primary language necessary should receive such instruction.
2. All students who meet the placement criteria for SDAIE should be provided with such instruction. SDAIE should be designed according to grade-level equivalency and be considered part of the core curriculum.
3. SDAIE should be provided by qualified teachers with authorizations from the Commission on Teacher Credentialing. To make maximum use of qualified teachers, students should be clustered according to linguistic and academic needs.
4. High school classes that provide SDAIE should be accepted for college credit.
5. Students taking core classes offered in their primary language should receive appropriate credit.
6. Native speakers of foreign languages taking literature and composition classes in the primary language should be given credit equivalent to such classes offered in English.
7. Native speakers of languages other than English should receive foreign-language credit for English-language development courses.
8. LEP students should be provided the same level of instruction and access to resources, such as instructional materials and laboratory equipment, as are provided to other students.

School Climate

1. School districts should use curriculum that validates cultural and linguistic backgrounds of all students. Topics related to diversity should be included as a training component in staff development, especially at the secondary level.
2. LEP students' academic and linguistic needs should be included as an integral part in all current and future reform efforts, such as restructuring; and the responsibility of providing for these needs should be shared among all staff, including school board members, administrators, and teaching staff.
3. SDAIE should be named appropriately to give it status and importance. The term *sheltered* should not be used.
4. Qualified teachers should be assigned to SDAIE. Such teachers need to become advocates for the LEP students and for the services they need.
5. Administrators should have access to training that enables them to support teachers of SDAIE.

Curriculum, Instruction, and Materials

1. Students who receive SDAIE should have access to academic instruction in their primary language. Primary language instruction should be linked directly to subject-matter content.
2. The curriculum should distinguish clearly between SDAIE (i.e., focus on content) and content-based ESL (i.e., focus on language development).
3. To make best use of resources, LEP students should be grouped based on their linguistic and academic needs.

Questions about the SDAIE work group and the contents of this report should be directed to **Elena León**, Manager, Bilingual Education Office; telephone (916) 657-2566.

About the Author

Rose Lee Patrón was recently appointed Bilingual Coordinator for the CLAD/BCLAD credentialing program at California State University, Fresno. She previously served as the Director of Multilingual Services for the Kerman Unified School District in Fresno County for eight years, where she administered two ESEA, Title VII, projects. She received her doctorate from the University of San Francisco and has provided staff development throughout California in multicultural and bilingual education.

Editor's note: For a detailed explanation of the State Program for LEP Students, see ***Building Bilingual Instruction: Putting the Pieces Together***, described on page 41 of *BEOutreach* and available from the Bilingual Education Office.

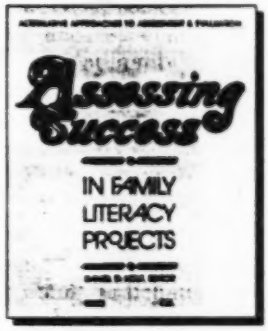
Two New Books Are Published on Assessment and Program Design in Family Literacy

These books were designed by practitioners with the needs of literacy projects in mind

By Joy Kreeft Peyton

The National Clearinghouse for ESL Literacy Education (NCLE) is pleased to announce the completion of two new books that focus on issues related to family literacy and English-as-a-second-language (ESL) learners. Both are available from Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030; telephone, toll-free, (800) 323-8270; FAX (800) 909-9901.

Assessing Success in Family Literacy Projects: Alternative Approaches to Assessment and Evaluation. ISBN 0-937354-85-6; 120 pages; $14.95, paperback.



Assessment of learners and evaluation of program effectiveness are among the greatest challenges faced by literacy project staff, and practitioners are clamoring for useful guidelines and tools. *Assessing Success*, edited by **Daniel D. Holt**, Consultant, California Department of Education, is a user-friendly handbook written to address the needs of literacy practitioners working with ESL learners. The authors, leaders in the field of adult and adolescent literacy, worked closely with family literacy project staff throughout the United States to develop the handbook, and a first draft was field tested by teachers and administrators for a year before its contents were finalized.

The handbook is intended to help staff members design and use four key alternative assessment and evaluation instruments and procedures: surveys, interviews, observation measures, and performance samples. It includes a discussion of the three phases of assessment and evaluation: determining learners' needs and establishing baseline data; documenting learners' progress; and collecting, analyzing, and reporting data obtained with alternative approaches. It also has samples of alternative assessment instruments developed and tested by practitioners and an index.

Immigrant Learners and Their Families: Literacy to Connect the Generations. ISBN 0-937354-84-8; 125 pages; $12.95, paperback; available in late fall, 1994.

This book, edited by **Gail Weinstein-Shr** and **Elizabeth Quintero** and containing a foreword by **Brian Street**, is an extremely important book that links literacy theory and educational practice, in-school and out-of-school literacy experiences of learners, and children and adult learners. It stands at the forefront as one of the few books on family literacy that focuses on the cultural and language strengths of learners rather than on deficits that a literacy project needs to "fix." Chapters are written by leading theorists and researchers in the adult literacy field, such as **Elsa Auerbach**, **Heide Spruck Wrigley**, **Gail Weinstein-Shr**, and **Elizabeth Quintero** as well as by teachers, researchers, and program developers. Readers are given an inside view of well-known programs, such as Project LEIF in Philadelphia; ESEA, Title VII-funded Family English Literacy projects in California; Sunnyside UP in Tucson; and Project FIEL in El Paso. We are also taken into adult literary circles by **Loren McGrail** and into elementary school classrooms by **Dan Doorn**. The authors provide readers with carefully constructed critiques of and reflections on the family literacy endeavor—where it has come from and where it is going.

About NCLE

NCLE is an adjunct ERIC clearinghouse focusing on the literacy needs of adults and out-of-school youths who are learning English as a second or additional language. NCLE publishes papers and books on adult ESL literacy instruction; provides technical assistance to individuals and programs; collects documents related to adult ESL literacy for the ERIC database; and serves as a national hub for the community of teachers, administrators, and researchers serving adult ESL literacy learners. For a list of free publications and books (that can be purchased from Delta Systems Co., Inc.), contact NCLE, 1118 22nd St., NW, Washington, DC 20037; telephone (202) 429-9292; e-mail ncle@cal.org.

About the Author

Joy Kreeft Peyton is director of the National Clearinghouse for ESL Literacy Education. She works with teachers and researchers in implementing approaches to developing learners' writing and is coeditor of *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English* (Regents/Prentice-Hall) and *Approaches to Adult ESL Literacy Instruction* (Center for Applied Linguistics and Delta Systems Co., Inc.).

Intergenerational Stories Give Parents and Children Opportunities to Talk and Learn Together

By Rose Lee Patrón

The affirmation of diversity can be enhanced at school and at home through the reading and discussion of stories on the universal theme of intergenerational relationships. The following books were selected because they not only offer children, parents, and educators insights into the dynamics that take place across generations but also illuminate the rich cultural backgrounds of the families portrayed in the stories. By using books like these and others like them, teachers and parents can enhance their own cross-cultural and intergenerational understanding and become the role models that children need in their efforts to understand themselves and others.

Angel Child, Dragon Child (1983), by Michele Maria Surat. Illustrated by Vo-Dinh Mai. A Reading Rainbow Selection. Scholastic, Inc., 730 Broadway, New York, NY, 10003; ISBN 0-590-42271-5; $3.95, paperback. Available from Scholastic, Inc.; telephone, toll-free, (800) 325-6149.

Ut has just come to the United States from Vietnam and does not like her new American school. The children all laugh when she speaks Vietnamese. And there is that awful red-haired boy, Raymond, who picks on her almost every day. Most of all, Ut misses her mother, who had to stay behind in Vietnam. But to Ut's surprise it is Raymond who thinks of the perfect way to help her.

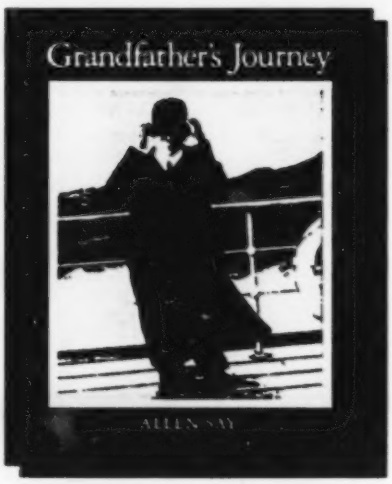
Annie and the Old One (1971), by Miska Miles. Illustrated by Peter Parnall. Also in Spanish as *Ani y La Anciana*. A Newbery Honor Book. Little, Brown, and Company, Ltd., Boston; ISBN 0-316-57120-2; $12.95, hard cover. Available at Mariuccia Iaconi Book Imports, San Francisco; telephone, toll-free, (800) 955-9577.

Annie, a young Navajo girl, comes to accept the impending death of her grandmother as the girl recognizes the wonder of life. She discovers the significance of her grandmother's weaving and carries on the tradition after the grandmother's death.

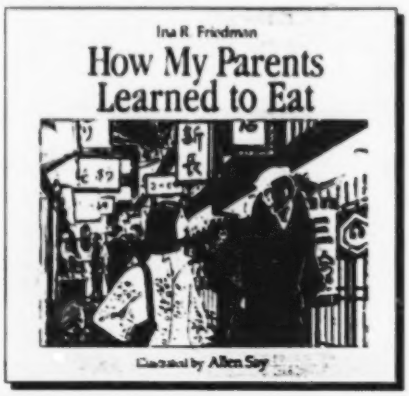
Dara's Cambodian New Year (1992), by Sothea Chiemroum. Illustrated by Dam Nang Pin. Modern Curriculum Press, Cleveland, Ohio; $15.95, hard cover. Available from Shen's Books and Supplies, Arcadia, Calif.; telephone, toll-free, (800) 456-6660.

Dara surprises his family and cheers up his grandfather by giving them the best new year's present ever. A brief bilingual glossary is included.

Grandfather's Journey (1993), written and illustrated by Allen Say. A 1994 Caldecott Winner. Houghton Mifflin Company, Boston, Mass.; ISBN 0-395-57035-2; $16.95, hard cover. Available from Shen's Books and Supplies, Arcadia, Calif.; telephone, toll-free, (800) 456-6660.



Through compelling reminiscences of his grandfather's life in the United States and Japan, the author delivers a poignant account of his family's cross-cultural experiences. The author, born in Japan, eventually makes his way to the United States and experiences firsthand the feelings his grandfather had expressed about being torn by a love for two different countries.



How My Parents Learned to Eat (1984), by Ina R. Friedman. Illustrated by Allen Say. A Reading Rainbow Selection. Houghton Mifflin Company, 2 Park Street, Boston, Mass., 02108; ISBN 0-395-35379-3; $14.95, hard cover. Available from Shen's Books and Supplies, Arcadia, Calif.; telephone, toll-free, (800) 456-6660.

An American sailor courts a Japanese girl while in Japan. Each tries, in secret, to learn the other's way of eating as a key step toward cross-

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Children's Literature Highlights Cultural Uniqueness and Underscores Cross-Cultural Commonalities

(Continued from page 37)

cultural understanding. The girl's mother and great uncle help her learn how to use American-style utensils, and the sailor learns how to use chopsticks at a local restaurant. However, the book goes far beyond simple table manners, for the two eventually marry. The story is told by their daughter, who concludes the book by saying, "That's why at our house some days we eat with chopsticks and some days we eat with knives and forks."

"There can be hope only for a society which acts as one big family, and not as many separate ones."

—Anwar al-Sadat

(1918–1981)

The Hundred Penny Box (1975), by Sharon Bell Mathis. Illustrated by Leo and Diane Dillon, 1975. A Newbery Honor Book. The Viking Press, 40 West 23rd Street, New York, NY 10010; ISBN 0-670-38787-8; $8.39, hard cover. Available at Perma-Bound Books, Jacksonville, Ill.; telephone, toll-free, (800) 637-6581.

Michael's love for his great-great-aunt, who lives with his family, leads him to intercede with his mother, who wants to throw out all of the aunt's old things. The Hundred Penny Box contains a penny for each year of Aunt Dew's life, which began the year slavery was abolished. Each penny in the box symbolizes a memory that the aunt shares ritually with her great-great-nephew.

Mama, Do You Love Me? (1991), by Barbara M. Joosse. Illustrated by Barbara Lavallee. Chronicle Books, 275 Fifth Street, San Francisco, CA 94103; ISBN 0-87701-759-X; $13.95, hard cover; telephone, toll-free, (800) 722-6657.

A tender story is told of a child's testing the limits of her independence and a mother who reassuringly expressing parental love that is unconditional and everlasting. The story is made more captivating by its stunning illustrations of the Inuit people of Alaska. An informative glossary is included.

Mother's Day (1994), by Ana C. Matiella. Illustrated by Juana Alicia. Modern Curriculum Press, Cleveland, Ohio; ISBN 0-8136-2340-5; $15.93, hard cover; cassette, $8.93. Available at Shen's Books and Supplies, Arcadia, Calif.; telephone, toll-free, (800) 456-6660.

Sara honors her Mexican grandmother on Mother's Day with a special gift—she sings in Spanish. A short glossary is included.

The Relatives Came (1985), by Cynthia Rylant. Illustrated by Stephen Gammell. Also available in Chinese. A 1986 Caldecott Honor Book. Bradbury Press, New York; ISBN 0-02-777220-9; $14.95, hard cover. Available at Shen's Books and Supplies, Arcadia, Calif.; telephone, toll-free, (800) 456-6660.

In this delightfully illustrated book, the relatives come to visit from Virginia, and everyone has a wonderful time. The relatives' station wagon smelled like a real car, looked like a rainbow, and was roomy enough for a crowd. The visitors settled in everywhere throughout the house, laughing and making music and hugging everyone from the kitchen to the front room. And they stayed for weeks.

About the Author

Rose Lee Patrón was recently appointed the Bilingual Coordinator for the CLAD/BCLAD credentialing program at California State University, Fresno. She was recently the Director of Multilingual Services for the Kerman Unified School District in Fresno County, where she administered two ESEA, Title VII, projects.

She received her doctorate from the University of San Francisco. She has provided staff development throughout California in multicultural and bilingual education. In addition, she is an avid collector of children's books in several languages.

School-Based Life Skills Curriculum: Tailoring Instruction to Meet the Needs of Participants in Family Literacy

Sheltered-English approach gives adults access to meaningful content

By Delia C. Garcia and Deborah J. Hasson

The Families Learning at School and Home (FLASH) Program at Florida International University is funded by ESEA, Title VII, through the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education. It is designed to promote the participation of language-minority parents in the education of their children. The project represents an innovative approach to training language-minority parents to become more actively involved in their children's education while providing them with specific English-as-a-second-language (ESL) literacy skills.

An intergenerational approach to adult education is used together with appropriate, culturally relevant curricula and strategies specifically designed by project staff for language-minority parents. While enrolled in the project, families participate in intensive cycles of parent-child training sessions and intergenerational activities oriented to the linguistic and academic needs of the family. The emphasis on the family as a source of mutual support for both children and parents increases the effectiveness of the learning process.

The need for the program has increased because of the growing influx of immigrants in recent years into South Florida from Central and South America and the Caribbean. This growth has contributed to a dramatic increase in the number of limited-English-proficient (LEP) students entering area schools. Recent LEP figures for Dade County, Florida, are estimated at over 44,600. The FLASH Program is implemented at selected schools in the district at locations and times convenient to participants and exemplifies a model of cooperation between an institution of higher education (Florida International University), a school district, and community-based organizations.

Deborah J. Hasson (left) and Delia C. Garcia conduct a training session on the *SBLS Curriculum* they developed.

Theoretical Framework

The FLASH Program uses a sheltered-English approach to adult instruction focusing on synthesizing effective language acquisition theories and techniques and applying this information to the teaching of subject-matter content. When the program is implemented properly, students learn subject matter while developing proficiency in English. Although sheltered programs are typically associated with elementary schools and secondary schools as a means of bridging the gap between primary language instruction and the mainstream English classroom, the FLASH curriculum has adapted techniques and strategies for use with an adult population. As such the lessons rely heavily on making content comprehensible, using visuals and authentic materials, promoting interaction between learners, building on prior knowledge and experience, using cooperative learning activities, creating simulations and using role playing, and giving students an opportunity to participate in their own learning by thinking critically and solving problems.

School-Based Life Skills Curriculum

The *School-Based Life Skills (SBLS) Curriculum* developed by the FLASH Program staff combines the sheltered-English approach for adults with a competency-based model of instruction—a widely used approach in adult education. The curriculum focuses on school-related issues, survival skills, and parenting concerns related to raising children in a new culture. The primary target of the *SBLS Curriculum* is adults who are parents of LEP children attending schools in the United States.

The *SBLS Curriculum* contains four levels of instruction for adults. The prebeginning level is designed for learners with few or no literacy skills in the native language. It uses an ESL approach to develop reading and writing skills as well as oral production in English. The beginning, intermediate, and advanced levels of the *SBLS Curriculum* are designed for learners who have literacy in the native language and varying degrees of oral, reading, and writing abilities in English. Each level contains approximately 20 lessons covering various topics correlated to school issues.

The basic content of the *SBLS Curriculum* spirals across all four

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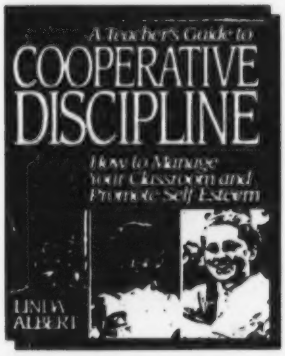
Cooperative Discipline: A Strategy for Encouraging Communication Between Children and Adults

Video series illustrates a collaborative approach by parents and teachers for motivating students to make choices about appropriate behavior



Cooperative approaches have long been recognized as powerful ways to promote learning. Now cooperation is being used to improve the disciplining of children. American Guidance Services, Circle Pines, Minnesota, has produced a new six-part video series to help teachers and parents deal with students, kindergarten to grade twelve, who engage in irresponsible and disruptive behavior.

The program is based on the work of **Linda Albert**, nationally renowned columnist, author, public speaker, and former classroom teacher who has been working with teachers and parents for over 20 years. She believes that all children can learn to cooperate and behave responsibly when adults stop using intimidation, rewards, and punishment in favor of shared decision making and respectful, firm responses to misbehavior. Linda Albert recently teamed up with **Spencer Kagan**.

(Continued on page 41)

Florida Curriculum Contains Alternative Approaches to Assessment

(Continued from page 39)

levels. The units include topics that deal with achieving personal identification and communication, going to school, shopping, getting a job, feeling sick, taking care of a home, and locating transportation. Each lesson includes specific adult competencies, a word bank, a grammar focus, a parenting and cultural issue related to the topic, detailed procedures, evaluation activities, and a parent-child activity. The content of the learners' handouts is entirely school-based. As such, readings and instructional activities focus on such issues as joining the local parent-teacher association, understanding a report card, registering a child in school, and other topics related to schooling in the United States.

Instructors' guides for the *SBLS Curriculum* are available in four separate volumes, one for each level. They contain lesson plans for instructors and corresponding handouts for the learners. Each level averages 100–120 hours of instruction for the adults. The guides come in convenient three-ring binders, allowing instructors to select lessons for emphasis or reproduction with ease.

Assessment and Evaluation

The FLASH Program employs a variety of evaluation measures to assess participants' progress. These include preassessment and postassessment instruments that are correlated to each of the levels of the *SBLS Curriculum* as well as a series of alternative measures, such as observation checklists, surveys, and participant journals. If readers are interested in field testing these instruments, they should contact the FLASH Program.

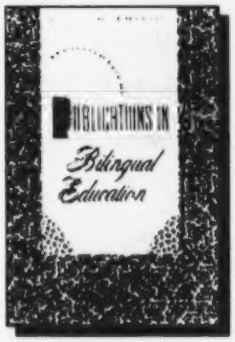
If you would like to purchase copies of the *SBLS Curriculum* or have questions about the FLASH Program, contact **Delia C. Garcia**, Director, FLASH Program, or **Deborah J. Hasson**, Coordinator, at Florida International University, University Park/Trailer M08, Miami, FL 33199; telephone (305) 348-2647; FAX (305) 348-3825.

About the Authors

Delia C. Garcia is the Director of the ESEA, Title VII, Family English Literacy Project and faculty member in the Department of Foundations and Professional Studies at Florida International University in Miami. She has worked in family education for the past 15 years and has directed numerous projects for linguistically and culturally diverse populations. She is the current president of the Bilingual Association of Florida, an affiliate of the National Association for Bilingual Education.

Deborah J. Hasson is the Coordinator of the ESEA, Title VII, Family English Literacy Project at Florida International University in Miami. She has worked in the field of family education and English as a second language for eight years. She is the co-editor of the *SBLS Curriculum* and numerous curriculum guides for adults.

New Annotated List of Publications Is Available from Bilingual Education Office



Now available from the Bilingual Education Office is the newly revised *Annotated List of Publications in Bilingual Education* (1994). The document contains all of the publications developed by the Bilingual Education Office together with annotations and publishers' addresses. Three of the new titles in the *Annotated List* are described here. Single copies of the *Annotated List* and the three new titles can be obtained at no charge by contacting the Bilingual Education Office, P.O. Box 922472, Sacramento, CA 94244-2720; telephone (916) 657-2566; FAX (916) 657-2928.

Assessing Students in Bilingual Contexts: Provisional Guidelines (1994). This publication provides recommendations and explanations for developing, administering, scoring, interpreting, and reporting the results of standardized and alternative instruments and procedures. The document contains guidelines for helping educators make decisions related to (1) establishing a close relationship between assessment and the instructional program; (2) collecting data for proper assessment analyses; and (3) designing appropriate assessment practices for English-speaking students enrolled in bilingual and other second-language development programs.

Building Bilingual Instruction: Putting the Pieces Together (1994). This document, which was first mentioned in *BEOutreach* in February, 1992, has been revised to incorporate refined understandings about the State Program for LEP Students. The state program requires five components to help students become proficient in English and enable them to participate effectively in the core curriculum. The five components are English language development; primary language academic instruction; specially designed academic instruction in English; instruction that promotes a positive self-image and cross-cultural understanding; and mainstream instruction in English. This document describes how the five types of instruction should be integrated into a comprehensive program for LEP students and illustrates how instruction should be tailored to the needs of the students.

Bilingual Education Office Summary (1994). This document briefly describes the mission, funding, staff, and organization of the Bilingual Education Office. The summary also contains an overview of state and federal laws and programs for language-minority students.

Cooperative Discipline Useful for Parents and Teachers

(Continued from page 40)

Kagan Cooperative Learning, San Juan Capistrano, California, to integrate cooperative strategies for disciplining students with cooperative approaches to learning academic subjects.

Titled *Responsible Kids in School and at Home*, the video series can be used for staff development and parent education. The package includes six videotapes, a leader's guide, and supplementary materials. The videotapes contain vivid examples of various kinds of misbehavior at home and at school, together with responses that parents and teachers can use to encourage children to choose appropriate behavior. The package can be used with teachers and parents to help them develop (1) a mutual understanding of why children misbehave; (2) a common language for communicating about disruptions and irresponsible behavior; and (3) compatible intervention strategies for home and school.

For more information about the video series and related publications, contact American Guidance Services, 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-9989; telephone, toll-free, (800) 328-2560. Information about training opportunities provided by Linda Albert or Spencer Kagan is available from Kagan Corporative Learning; telephone (800) 933-2667.

Editor's note: **Linda Albert is a confirmed major speaker at the Family Literacy Conference, February 28–March 1, 1995, described on page 31 of this issue of *BEOutreach*.**

Bilingual Education Office Develops New Edition of Vietnamese Handbook

What are the academic, cultural, and linguistic needs of Vietnamese students?

What historical and political factors in Vietnam have influenced Vietnamese students' adaptation to the United States?

What is the nature of the Vietnamese language and culture?

How can educators help Vietnamese students develop proficiency in English and Vietnamese?

Where can educators find resources for improving the education of Vietnamese-speaking students?

If you, as a school board member, administrator, curriculum director, or teacher are concerned with these questions, you can find answers in the newly published *Handbook for Teaching Vietnamese–Speaking Students*. Because of the size and significance of the Vietnamese community in California and the effect of this increase on the state's educational system, educators must have adequate knowledge of the language and cultural background of Vietnamese students. With the information in this handbook, educators should be able to design and implement effective instructional programs that address the specific needs of Vietnamese students.

Contents of the Handbook

The handbook is divided into four chapters, each chapter focusing on a major theme:

Chapter I includes a summary of the history of Vietnam and the recent social and economic changes that have influenced the culture of the Vietnamese people.

Chapter II presents a description of the educational, cultural, and language experiences of the Vietnamese and identifies the cross-cultural issues the Vietnamese face in the United States.

Chapter III contains an analysis of the Vietnamese language, outlines some of the key differences between Vietnamese and English, and provides a summary of the cultural values that are reflected in the Vietnamese language.

Chapter IV presents a variety of recommended instructional and curricular strategies for helping Vietnamese students develop and enhance their bilingualism and academic achievement. The appendixes contain valuable up-to-date references and other information for enabling educators to obtain human and material resources for improving the education of Vietnamese students.

The handbook is designed as an aid for teachers working directly with Vietnamese students; for administrators who are responsible for establishing and implementing innovative programs; and for teacher trainers who are preparing teachers for California's classrooms. Each of these vital players will find in the handbook the information and inspiration needed to improve the education of Vietnamese students.

Copies of the handbook are available for $5.50 each, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; telephone (916) 445-1260; FAX (916) 323-0823.

Other information about the handbook can be obtained from **Van Le**, Consultant, Bilingual Education Office, at (916) 657-3936.

Note: For information about ordering other publications developed by the Bilingual Education Office, see page 41 of this issue of *BEOutreach*.

1995 Southeast Asia Education Faire to Take Place March 25, 1995

By Judy Lewis

How are the mysteries of the world explained? How are these understandings passed on? What are the similarities and differences in folklore around the world? How do oral stories become written traditions? What modern folklore is being created? How is folklore made public? How can folklore be used in the classroom? How can computer technology help produce stories in languages other than English?

These questions will be addressed at the Eleventh Annual Southeast Asia Education Faire, scheduled for Saturday, March 25, 1995, at Sacramento City College. The conference theme is "Folklore, Legends, Myths." Workshops will also provide opportunities to try out classroom ideas, learn about the structure of the languages of newcomer groups, and obtain information and resources about newcomer groups.

Proceeds from the conference support the Southeast Asia Community Resource Center, located in the Folsom-Cordova Unified School District, Rancho Cordova, California. In addition to being a repository of books, periodicals, and videotapes, the center supports community development assistance to immigrant groups.

For more information about the conference, contact **Judy Lewis**, **Nguyet Tham**, or **Lue Vang** at the Southeast Asian Community Resource Center, 2460 Cordova Lane, Rancho Cordova, CA 95670; telephone (916) 635-6815. FAX (916) 635-0174.

About the Author

Judy Lewis is the Coordinator of Special Programs for the Folsom-Cordova Unified School District.

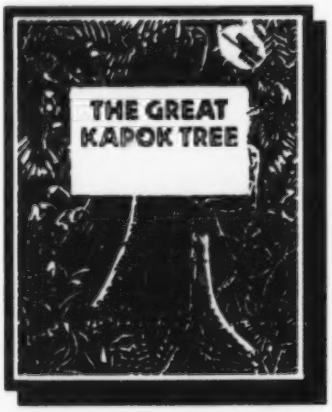
The Great Kapok Tree and Our Musical Response: An Original Musical

Music can become a tool for tapping students' creativity and involving their parents in school activities

By Paul Boyd-Batstone

The day began with a sense of anticipation at Edison Elementary School, Long Beach Unified School District, where I taught in a third grade bilingual classroom. We were about to begin rehearsing an original musical based on *The Great Kapok Tree*, a book written by Lynne Cherry. I had become enthralled by the book's vivid illustrations of the Brazilian rain forest and the powerful message of the story, told by the inhabitants of the Kapok tree to a would-be woodcutter.

We used *The Great Kapok Tree* not only to serve as the basis of our musical but also to integrate instruction with other subject areas. The class was divided into ten research teams that investigated as much as they could their selected animal that inhabited the Kapok tree. In addition to the research, the teams were made responsible for representing their animals in a creative art form.



An Open Invitation to Eduardo's Father

Eduardo Becerra's team was in charge of researching the boa constrictor. Eduardo's father, **Mr. Becerra**, met me as I greeted the students lining up to go to class. He worked during the day tending the gardens of a local cemetery; at night he worked as a mariachi, singing and playing guitar. Because of his busy schedule, I had rarely seen him. He said that he wanted to visit the classroom today, and I invited him to join us. Mr. Becerra thanked me but said that he first had to drive to Los Angeles and would return later. I was left wondering, What was on his mind? Why did he choose today to come to the room?

Eduardo as Composer

Eduardo was an energetic student with lots of oral language and ideas; however, he struggled to get his thoughts down on paper. His research team had learned about the enormous dimensions of an adult boa constrictor, its habitat, and eating habits. The group was not sure what to do with the information. One of Eduardo's research partners, **Tony Luna**, had made a picture of small horned fawn because it was a favorite prey of the boa constrictor. I tacked the picture to the board, and we began to discuss what to do with it. We kicked around a few ideas until Eduardo became inspired to compose the following song:

Oh, the boa constrictor ate my tail,
And then he ate my bottom.
Then he ate my leg,
And he slithered down my other legs.
He squished me, he squished me.
He squished, squished, squished me.
Then the horn shot up,
High in the air like a bullet.
He just gobbled up the rest.
Oh, my, the boa constrictor
Ate my whole body.

Stuart Spears

Music provides the vehicle for facilitating communication among teachers, students, and their parents in the classroom. Paul Boyd-Batstone, teacher, is pictured at the far left. Eduardo Becerra, student composer, is in the center.

(Continued on page 44)

Educators Invited to Participate in Comprehensive Review of Basic Teaching Credential Requirements

The Commission on Teacher Credentialing has initiated a comprehensive review of all requirements for earning and renewing multiple- and single-subject teaching credentials. The study will examine the content of teacher preparation and the structure for the credentialing of teachers and determine what improvements are needed for preparing teachers for schools in the twenty-first century.

The Commission on Teacher Credentialing will appoint a 24-member advisory panel to review and make recommendations regarding teacher preparation. In an attempt to broaden the opportunity to advise the Commission beyond the panel, eight regional networks will be established. The networks will advise, interpret, identify, react, and shape the proposed reforms to be considered by the advisory panel, the commission, and the California Legislature.

If you are interested in participating on the panel or regional networks or would like to nominate others to do so, contact **Pamela Davis**, Administrator, Teaching Support Office, California Department of Education; telephone (916) 654-6518.

Music Allows Students to Create Their Own Artistic Expressions

(Continued from page 43)

Rosenblatt's Theory of Aesthetic Response

In her classic book, *Literature As Exploration* (1983), **Louise Rosenblatt** discussed transactional theory as a coming together around a text and responding to the text to create a new work of art. This transaction she calls an "aesthetic response." Eduardo's aesthetic response was the song; but the response reached deeper than I had imagined. At home he had been talking with his father about how he was composing his own music at school. Mr. Becerra, being a professional musician, wanted to come to the classroom—not just to observe but to share his music with the students as well.

An Impromptu Classroom Response

The class had spent the morning rehearsing *The Great Kapok Tree* musical and was returning from lunch when Mr. Becerra returned from his trip to Los Angeles. The reason for the trip was to pick up another musician to play along with him. I did not know what to say at first. After all, I had planned on the students doing their math; but how could I refuse the gift Mr. Becerra was offering my class? We cleared away the desks and chairs, sat on the floor, and the two musicians sang and played their guitars for us. Needless to say, the students began dancing and singing along; and the office staff left their desks to join in the festivities. I turned around and saw the principal smiling in the doorway.

Mr. Becerra's impromptu concert was another kind of aesthetic response to the literature in the classroom. Several factors contributed to this kind of responsiveness from Eduardo's father. First, he was invited into the classroom; and second, the classroom was receptive to the spontaneous aesthetic moment. This openness was more than being accommodating to parents. The instructional practice of aesthetic responsiveness established an ambience that affirmed the voice and contribution of each member of the classroom community—the students *and* their parents.

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Rosenblatt, Louise. *Literature As Exploration*. New York: The Modern Language Association of America, 1983.

About the Author

Paul Boyd-Batstone has been a bilingual teacher for over ten years in the Long Beach Unified School District. He is working as a Training Specialist at the Title VII Multifunctional Resource Center, Service Area 13, California State University, Long Beach. He is also a part-time faculty member in the Department of Teacher Education, CSULB, and is working for his Ph.D. in Education, Curriculum, and Instruction at the Claremont Graduate School under the advisement of Antonia Darder. A composer at heart, he has collaborated with young children to produce dozens of original songs.

Note: For information about ordering *The Great Kapok Tree*, call Harcourt Brace & Company, toll-free, (800) 543-1918. The mailing address is Children's Books Department, 525 B Street, Suite 1900, San Diego, CA 92101.

Bilingual County Coordinators Network: Fourteen Years of Success in Bilingual Education

Network provides educators with important resources for strengthening the education of language-minority students

By Judy Lambert

Where can I find a school with a similar Hmong population like ours? Do you understand the new CLAD, BCLAD authorizations? Are you aware of any research on the effectiveness of two-way bilingual/immersion programs? Do you know anyone pilot testing the California Learning Assessment System (CLAS) in Spanish? How many times have you wished you had a directory of names or network of individuals or agencies you could access who could answer your questions or at the least understand why you would even ask the questions? If you answered "more than once" to these questions, read on.

With English learners now representing approximately 22 percent of the total enrollment in California, educators face increasing demands for information on how high-quality educational services can be provided to language-minority students. Educators need to know what questions to ask and where to look for the answers.

Fourteen years ago the Bilingual Education Office, through the support of ESEA, Title VII, formed the Bilingual County Coordinators Network. It was established to improve communication among bilingual educators and strengthen local efforts to provide educational services to English learners. Today, the network continues to function and has increased in size and significance along with the language-minority population for which it advocates.

Membership in the network is open to any county office of education that has a designated bilingual county coordinator who is committed to participating in the network meetings and sharing the information with school districts in the county. In addition, the network includes the 15 school districts with the highest enrollment of English learners.

Twenty-five counties and 15 school districts participate in the network. Ranked by enrollment of English learners, the counties include Los Angeles, Orange, San Diego, Santa Clara, San Bernardino, Fresno, Riverside, Alameda, and San Joaquin. School districts include Los Angeles, Santa Ana, San Diego, Long Beach, Fresno, San Francisco, Garden Grove, Glendale, Montebello, and Oakland. Other participants at the network meetings include agencies that provide educational services for language-minority students: the Evaluation Assistance Center, Multifunctional Resource Centers, the Southwest Regional Laboratory, and the Commission on Teacher Credentialing.

The Bilingual Education Office organizes and facilitates the meetings. During the meetings participants discuss a variety of issues of federal and state importance. In addition, individual members may share information about educational matters of concern within their county or district. The network members may review and provide feedback on proposed legislation, program advisories, curriculum frameworks, or research reports. For example, they have discussed such issues as specially designed academic instruction in English (SDAIE), program quality review criteria, and CLAS, especially its translation into other languages. Because of its expertise the group can provide valuable feedback and input to the Bilingual Education Office on the education of language-minority students. In turn, the participants use information obtained from the meetings to strengthen local resources in bilingual education.

If you would like a list of the network members or further information on the Bilingual County Coordinators Network, contact your county or district bilingual coordinator directly or call **Judy Lambert**, Consultant, Bilingual Education Office; telephone (916) 657-3826.

About the Author

Judy Lambert is a consultant in the Bilingual Education Office.

BEOutreach

California Department of Education

Categorical Programs Division
Maria N. Trejo, *Assistant Superintendent*

Bilingual Education Office
Elena León, *Manager*
Daniel Holt, *Editor and Consultant*

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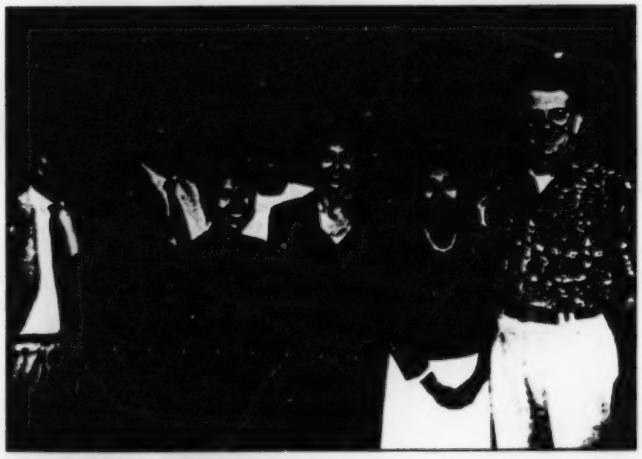
Bilingual Education Office Receives a Department of Education Unit Award



BEO staff left to right: Van Le, Terry Delgado, David Dolson, Edda Caraballo-Browne, Hector Burke, Elena León, Ken Jones, Judy Lambert, Gloria Guzman-Walker, Tony Salamanca, and Daniel Holt. Not pictured: Chris Berry, Fred Dobb, and Jim Greco.

Staff members of the Bilingual Education Office (BEO) were recognized by Acting State Superintendent of Public Instruction **William D. Dawson** in October, 1994, for their exemplary efforts on behalf of language-minority students in California. Units are selected annually for awards by the State Superintendent and the Department's six deputy superintendents.

Established in 1972, the BEO is responsible for the administration of federal and state programs that address planning, designing, implementing, and evaluating programs that address linguistic and cultural diversity. A primary focus of BEO's activities is providing technical assistance to ESEA, Title VII, projects. The BEO is staffed by **Elena León**, Manager, eleven consultants, two analysts, and five support staff. BEO is part of the Categorical Programs Division headed by **Maria N. Trejo**, Assistant Superintendent.

BEO Welcomes the Return of Two Consultants

Edda Caraballo-Browne has returned to the Bilingual Education Office as a consultant, where she worked from 1977 to 1982 and from 1984 to 1987. In other assignments in the Department she served with the Adult Education Unit, the Complaints Management and Bilingual Compliance Unit, and the Intergroup Relations Office, where she developed and conducted workshops to reduce prejudice and increase sensitivity to issues of race and culture among parents, classroom teachers, and administrators. Edda joins the Bilingual Education Office after a leave of absence from the Department, during which time she explored community service with homeless and low-income women. She is on the Board of Directors of the Women's Wisdom Project, an arts empowerment program for destitute women. She also leads a local chapter of an international grassroots effort to create the political will to end hunger and poverty and is a poet and writer. Edda's current assignments in the Bilingual Education Office include diversity training for Department employees; training for new ESEA, Title VII, project directors; and ESEA, Title VII, staff development for new teachers.

Fred Dobb begins his twenty-sixth year in bilingual education with a return to the Bilingual Education Office after working in other units in the Department and serving as a principal of an elementary school. His first assignment in the Department was with the Bilingual Education Office in 1976. He was responsible for providing technical assistance in national origin desegregation (*Lau*) and for writing the regulations for the Bilingual-Bicultural Education Act of 1976 (AB 1329). Before returning to the Bilingual Education Office, he was coordinator of the California Teachers of the Year Program. He received his doctorate from Stanford University, where he wrote his dissertation on California's language census of limited-English-proficient students. Fred enjoys listening to Brazilian music and teaching Spanish. He has been a visiting professor at the Universidad de Oviedo and Universidad Complutense in Spain. His current assignments in the Bilingual Education Office include foreign teacher recruitment, secondary-level programs, and foreign language education.

BEO support staff left to right: Nancy Plasencia, Esperanza Muñoz, Maria Amor, Maggie Frost, and Alice Wong. Not pictured: Leticia Robledo.

Check This Out

This section of *BEOutreach* highlights successful projects in language-minority education that were submitted by readers. The Bilingual Education Office encourages readers to contact the people who submitted the stories and to contribute their own articles for future issues of *BEOutreach*. Mail entries to **Daniel Holt,** Bilingual Education Office, P.O. Box 944272, Sacramento, CA 94244-2720; FAX (916) 657-2928.

Attitudes of Korean Parents Toward Bilingual Education

Research findings indicate Korean parents support their children's learning Korean at school

By Fay H. Shin

Because parents are the primary role models for their children, their attitudes and values toward language and culture heavily influence their children. However, parents rarely have a significant role in shaping bilingual education programs for their children. The controversy regarding the education of immigrant children has centered on the language to be used in the instruction of limited-English-proficient students. Unfortunately, although the debate surrounding bilingual education extends throughout the academic and political arena, very little research has been conducted on parental and community attitudes towards dual language instruction.

Cummins (1989) argued that language-minority students will be empowered in the school context to the extent that the communities themselves are empowered through their interactions with the school. According to Cummins, when educators involve minority parents as partners in their children's education, parents appear to develop a sense of confident effectiveness that contributes to their children's academic success.

As to the Korean community, little has been done to examine the beliefs of Korean parents related to bilingual education—despite the growing Korean population in southern California. Shin and Kim (1993) investigated the perceptions and attitudes on bilingual education held by selected populations, including Korean Americans. The purpose of the study was to understand how bilingual education is perceived by Korean parents and what these perceptions and attitudes represent. More specifically, the study assessed parent understanding of the main theoretical foundations of bilingual education.

The research questions posed to parents were the following:

1. Do Korean parents approve of placing their children in a bilingual classroom?
2. Do Korean parents understand the underlying principles of bilingual education?
3. Do these beliefs vary by education, socioeconomic status, English-language proficiency, and length of residency in the United States?
4. How do these beliefs affect their child's education or language acquisition or both?

(Continued on page 48)

Parents' Awareness of the Advantages of Bilingual Education

Advantages	Responses (in percent)		
	Agree	Disagree	Not sure
1. It allows children to keep up in subject matter while acquiring English.	31.6	46.1	21.9
2. Developing literacy in primary language is necessary to facilitate acquisition of English.	88.3	7.8	3.9
3. Learning subject matter through the first language helps make subject-matter study in English more comprehensible.	46.9	44.3	7.4
4. High levels of bilingualism can lead to practical, career-related advantages.	96.9	2.3	0.8
5. High levels of bilingualism can result in superior cognitive development.	85.9	5.1	8.6
6. It is necessary to keep your child's primary language.	94.7	3.9	1.6
7. As a parent of an LEP student, I would place my child in a bilingual classroom where both Korean and English are used as a medium of instruction.	70	27	3

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Parents with children enrolled in a public school offering a bilingual program were more supportive of placing their children in a bilingual classroom

(Continued from page 47)

Results and Conclusions

The table on page 47 presents the results of the questions based on the principles of bilingual education by Krashen and Biber (1988) and Cummins (1989).

The results indicated that although most parents strongly agreed with the advantages of bilingualism and support maintenance of language and culture, they had a lack of understanding of some of the principles for the rationale of bilingual education. For example, they were unsure on the issue of whether learning subject matter in the primary language is advantageous for the child. (See rationales 1 and 3 in the table on page 47.)

Almost 70 percent of the parents stated that they would place their children in a bilingual classroom. However, only 32 percent strongly agreed with the belief that teaching subject matter in Korean allowed their children to keep up in subject matter while acquiring English. Nevertheless, parents were generally supportive of bilingual education. Many will support bilingual education up to the point where the child is proficient in English at what Cummins (1981) calls BICS (basic interpersonal communicative skills). However, parents do not understand the concept for the development of CALP (cognitive academic language proficiency) in the primary language, which as the medium of instruction is one of most important aspects of a bilingual education program. Research has shown that first-language development provides background knowledge, making English input more comprehensible (Krashen, 1985; Cummins, 1981).

The data show that parents with children enrolled in a public school offering a bilingual program were more supportive of placing their children in a bilingual classroom than were parents whose children were not enrolled. As previous studies suggested (Torres, 1988; Golub and Prewitt-Diaz, 1981), education, English proficiency, years in the United States, and socioeconomic status affected the surveyed parents' attitudes and beliefs towards bilingual education. Parents with higher educational levels and higher English proficiency and parents whose children were not enrolled in a bilingual program were least likely to approve of their children being in a bilingual classroom where Korean is used as a medium of instruction. In addition, the parents with the highest income and the longest residency in the United States were least likely to agree with the principles of language acquisition and the cognitive development of bilingualism.

The study concluded that, despite negative publicity regarding bilingual education, Korean parents clearly support bilingual education. However, many parents are confused about the theoretical foundations and rationale of bilingual programs. This study has strong implications because parental attitudes and values toward language strongly influence the child. These conclusions are consistent with other studies (Snipper, 1986) that indicate that parents need to be provided with more information about bilingual education.

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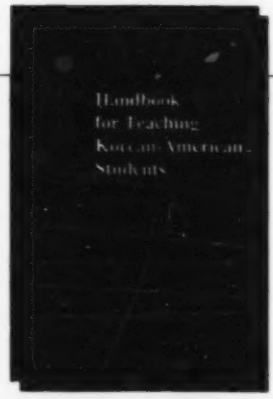
About the Author

Fay H. Shin is serving in the Education Department at California State University, Stanislaus. She received her Ph.D. in education, with a specialty in language and literacy, from the University of Southern California in 1994.

Editor's note: More information about Korean Americans is available in the *Handbook for Teaching Korean-American Students*. This publication, developed by the Bilingual Education Office in 1992, is available for $5.50 each from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; FAX (916)323-0823.



Whether we are working with families, fellow educators, students, or other important people in our lives, we are challenged by the need to strengthen ourselves as well as build positive, productive relationships with others. Establishing one relationship or creating a network of relationships is not easy. But, like most other things in life, the easy road is not the road that leads to growth and enlightenment.

The following story gives us some insights into how a community can be formed and nurtured. It is excerpted from The Different Drum: Community-Making and Peace, by M. Scott Peck, M.D. New York: Touchstone Books/ Simon & Schuster, Inc., 1993, pp. 13–15. The copyrighted material is reproduced by permission of the publisher. It may not be copied or used for other purposes without permission from the publisher.

The Rabbi's Gift

This is a story, perhaps a myth. Typical of mythic stories, it has many versions. Also typical, the source of the version . . . is obscure. I cannot remember whether I heard it or read it, or where or when. Furthermore, I do not even know the distortions I myself have made in it. All I know for certain is that this version came to me with a title. It is called "The Rabbi's Gift." — M. Scott Peck

THE STORY CONCERNS A MONASTERY that had fallen upon hard times. Once a great order, as a result of waves of antimonastic persecution in the seventeenth and eighteenth centuries and the rise of secularism in the nineteenth, all its branch houses were lost, and it had become decimated to the extent that there were only five monks left in the decaying motherhouse: the abbot and four others, all over seventy in age. Clearly, it was a dying order.

In the deep woods surrounding the monastery there was a little hut that a rabbi from a nearby town occasionally used for a hermitage. Through their many years of prayer and contemplation, the old monks had become a bit psychic, so they could always sense when the rabbi was in his hermitage. "The rabbi is in the woods, the rabbi is in the woods again," they would whisper to each other. As he agonized over the imminent death of the order, it occurred to the abbot at one such time to visit the hermitage and ask the rabbi if by some possible chance he could offer any advice that might save the monastery.

The rabbi welcomed the abbot at his hut. But when the abbot explained the purpose of his visit, the rabbi could only commiserate with him. "I know how it is!" he exclaimed. "The spirit has gone out of the people. It is the same in my town. Almost no one comes to the synagogue anymore." So the old abbot and the old rabbi wept together. Then they read parts of the Torah and quietly spoke of deep things. The time came when the abbot had to leave. They embraced each other. "It has been a wonderful thing that we should meet after all these years," the abbot said, "but I have still

(Continued on page 50)

The Rabbi's Gift

(Continued from page 49)

failed in my purpose for coming here. Is there nothing you can tell me, no piece of advice you can give me that would help me save my dying order?"

"No. I am sorry," the rabbi responded. "I have no advice to give. The only thing I can tell you is that the Messiah is one of you."

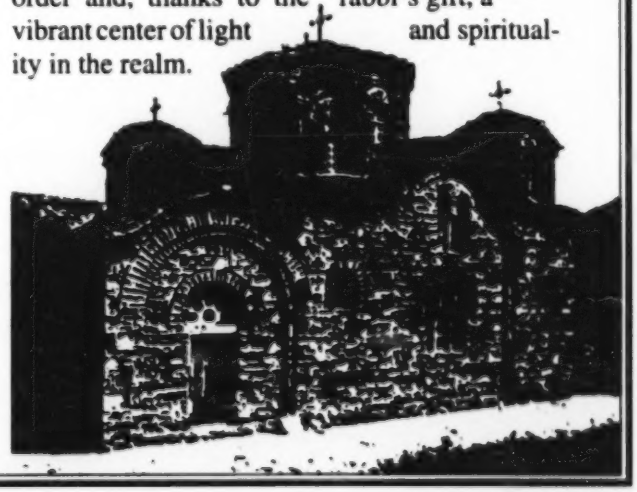
When the abbot returned to the monastery his fellow monks gathered around him to ask, "Well, what did the rabbi say?" "He couldn't help," the abbot answered. "We just wept and read the Torah together. The only thing he did say, just as I was leaving—it was something cryptic—was that the Messiah is one of us. I don't know what he meant."

In the days and weeks and months that followed, the old monks pondered this and wondered whether there was any possible significance to the rabbi's words. The Messiah is one of us? Could he possibly have meant one of us monks here at the monastery? If that's the case, which one? Do you suppose he meant Father Abbot? He has been our leader for more than a generation. On the other hand he might have meant Brother Thomas. Certainly, Brother Thomas is a holy man. Everyone knows that Thomas is a man of light. Certainly he could not have meant Brother Elred! Elred gets crotchety at times. But, come to think of it, even though he is a thorn in people's sides, when you look back on it, Elred is virtually always right. Often very right. Maybe the rabbi did mean Brother Elred. But surely not Brother Phillip. Phillip is so passive, a real nobody. But then, almost mysteriously, he has a gift for somehow always being there when you need him. He just magically appears by your side. Maybe Phillip is the Messiah. Of course the rabbi didn't mean me. He couldn't possibly have meant me. I'm just an ordinary person. Yet supposing he did? Suppose I am the Messiah? O God, not me. I couldn't be that much for You, could I?

As they contemplated in this manner, the old monks began to treat each other with extraordinary respect on the off chance that one among them might be the Messiah. And on the off, off chance that each monk himself might be the Messiah, they began to treat themselves with extraordinary respect.

Because the forest in which it was situated was beautiful, it so happened that people still occasionally came to visit the monastery to picnic on its tiny lawn, to wander along some of its paths, even now then to go into the dilapidated chapel to meditate. As they did so, without even being conscious of it, they sensed this aura of extraordinary respect that now began to surround the five old monks and seemed to radiate out from them and permeate the atmosphere of the place. There was something strangely attractive, even compelling about it. Hardly knowing why, they began to come back to the monastery more frequently to picnic, to play, to pray. They began to bring their friends to show this special place. And their friends brought their friends.

Then it happened that some of the younger men who came to visit the monastery started to talk more and more with the old monks. After a while one asked if he could join them. Then another. And another. So within a few years the monastery had once again become a thriving order and, thanks to the rabbi's gift, a vibrant center of light and spirituality in the realm.



November 3–4, 1994—Revisiting the *Lau* Decision: 20 Years After; ARC Associates; Cathedral Hill Hotel, San Francisco; Contact: Mara Wold, (510) 834-9455

November 15–18, 1994—California Department of Education ESEA Management Leadership Institute; Los Angeles Hyatt Hotel; Contact: Ricardo Tellez, (916) 443-9225

November 18–19, 1994—Association of Mexican-American Educators (AMAE) Twenty-ninth Annual State Conference; Burbank Airport Hilton and Convention Center; Contact: Art Barragan, (818) 891-1807 or, for registration, Gary Girard, (213) 269-2864

November 18–19, 1994—California Association for Asian-Pacific Bilingual Education (CAFABE) Twentieth Annual Conference; New Otani Hotel, Los Angeles; Contact: Wei Lin-Lei, (909) 869-4168 or Mary Sieu, (310) 926-5566; ext. 2136

November 20–22, 1994—California Association of Compensatory Education (CACE) Leadership Conference; Red Lion Hotel, Sacramento; Contact: Mari Hinkle, (209) 473-7088 or Josie Armendariz, (209) 953-4541

November 28–December 2, 1994—Family School-Community Partnership Training for Parents of Compensatory Education Students, Northern California; Red Lion Inn Hotel, Sacramento; Contact: Jennifer Bell, (916) 657-2577

February 1–4, 1995—California Association for Bilingual Education (CABE) Ninteenth Annual Conference; Anaheim Hilton and Towers; Contact CABE Headquarters, Ontario, (909) 984-6201, or Rosalinda Guadarrama or Chuck Acosta, (310) 922-6320

February 14–15, 1995—Office of Bilingual Education and Minority Languages Affairs (OBEMLA), ESEA, Title VII, National Professional Development Institute; Phoenix Plaza Convention Center, Phoenix, Ariz.; Contact: John Ovard; (202) 205-5576

February 14–18, 1995—National Association for Bilingual Education (NABE); Twenty-fourth Annual Conference; Phoenix Plaza Convention Center, Phoenix, Ariz.; Contact: Nancy Zelasko or Tony Ruiz, (202) 898-1829

February 15–19, 1995—National Association for Multicultural Education (NAME) Fifth Annual Conference; Washington, D.C., Renaissance Hotel; Contact: Donna Garmick, (202) 416-6157 or Jill Moss Greenberg, (301) 657-7746

February 22–24, 1995—1995 State Staff Development and Curriculum Leadership Symposium; The English Language-Arts Framework Symposium, "Beyond Awareness: Issues and Answers"; Asilomar Conference Center, Pacific Grove; Contact: Cecelia Massetti, (209) 673-6051 or John Brophy, (209) 736-4662

February 27, 1995—California Department of Education Family Literacy Coordinators' Meetings; Red Lion Hotel, Costa Mesa; Contact: Lynn Bartlett, (916) 327-8648; Martiza Giberga, (916) 657-3591; Daniel Holt, (916) 657-3837; Jane Holzmann, (916) 657-3357; Adriana Simmons, (916) 666-1977; or Sallie Wilson, (916) 654-6369

February 28–March 1, 1995—California Department of Education Family Literacy Conference; Red Lion Hotel, Costa Mesa; Contact: Lynn Bartlett, (916) 327-8648; Martiza Giberga, (916) 657-3591; Daniel Holt, (916) 657-3837; Jane Holzmann, (916) 657-3357; Adriana Simmons, (916) 666-1977; or Sallie Wilson, (916) 654-6369

March 3–4, 1995—Luso-American Education Foundation Nineteenth Annual Conference on Portuguese-American Education; Red Lion Hotel, Modesto; Contact: Maria Sena, (510) 828-3883

March 17–19, 1995—State Migrant Education Parent Conference; Garden Grove, Hyatt Regency Alicante; Contact: Tomas Lopez, (916) 657-3512

March 18, 1995—California Association for Asian-Pacific American Education (CAAPAE) First Annual Conference; Los Angeles; Contact: Clara Park, (818) 885-2500

March 19–22, 1995—Coordinating and Evaluating Educational Reform Efforts in California: Work in Progress; Los Angeles Hilton and Towers; Contact: Marco Orlando, (916) 323-2212

March 23–25, 1995—Conference on American Indian Education Seventeenth Annual Conference; Radisson Hotel, Sacramento; Contact: Joan Ainslie, (916) 657-3969

March 24, 1995—Korean American Educators Association (KAEA) Twelfth Annual Conference; Los Angeles; Contact Bill Chun, (818) 444-8736

March 25, 1995—Eleventh Annual Southeast Asian Education Faire; Sacramento City College, Sacramento; Contact: Lue Vang, (916) 635-6815

March 25–28, 1995—Association for Supervision and Curriculum Development Fiftieth Annual Conference; Moscone Convention Center, San Francisco; Contact: Jayne Osgood, (703) 549-9110, ext. 317

March 28–April 1, 1995—Teachers of English to Speakers of Other Languages (TESOL) Twenty-eighth Annual Convention; Long Beach; Contact: Ellison Loth, (703) 836-0774

April 18–20, 1995—Eleventh Annual Achieving Schools Conference; Monterey; Contact: Kimberly Edwards, (916) 657-4845

May 10–13, 1995—National Association for Asian and Pacific American Education (NAAPAE) Seventeenth Annual Conference; Toronto, Canada; Contact: Andrea Lall, (416) 395-2400

Spring, 1995—National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA) Regional Institute; Long Beach; Contact: Cindy Le, (800) 328-6721

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